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Career and Technical Education

Consolidated Annual Report (CAR) for FY 2004

Submitted to:
U. S. Department of Education
Office of Vocational and Adult Education

COVER SHEET

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

1. ***RECIPIENT ORGANIZATION***

Organization:	Arizona Department of Education
Address 1:	1535 W. Jefferson
Address 2:	
City:	Phoenix
State:	AZ
Zip Code:	85007

2. ***PR/AWARD NUMBERS:***

Basic Grant to States:	V048A02003
Tech-Prep Education:	V243A020003

3. ***RECIPIENT IDENTIFYING NUMBER***:

804746097

4. ***PERIOD COVERED BY THIS REPORT (mm/dd/yy)*** :

From:	07/01/02
To:	09/30/04

5. ***REMARKS***: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

6. ***CERTIFICATION***: I certify to the best of my knowledge and belief that this report, including all attached FORMS and Narrative Performance Report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:	DATE REPORT SUBMITTED:
(Please go to the CAR web site to certify by PIN electronically after uploading the report.)	
TYPED OR PRINTED NAME AND TITLE:	**TELEPHONE** (Including Area Code):
Milton D. Ericksen	602-542-5212

STATUS OF FUNDS (INTERIM) : 2003-2004

STATE:	Accounting Basis:	Federal Funding Period:	Grant Award Number:	Period Covered by This Report:
Arizona	Cash	7/1/03-09/30/05	V048A030003	07/01/03-09/30/04

	A Net Outlays Previously Reported	B Total Outlays this Report Period	C Program Income Credit	D Net outlays this report period (Columns B - C)	E Net outlays To Date (Columns A+D)	F Non-Federal share of outlays	G Total Federal share of outlays (Columns E - F)	H Federal share of unliquidated obligations	I Federal share of outlays and unliquidated obligations (Columns G+H)	J Federal Funds Authorized In State Plan	K Balance of Unobiligated Federal funds (Columns J-I)
Title I - Basic Grant to States											
Local Uses of Funds											
Reserve											
Secondary Eligible Recipients		133,808.00		$133,808.00	$133,808.00		$133,808.00		$133,808.00	133,808.00	$0.00
Postsecondary Eligible Recipients				$0.00	$0.00		$0.00		$0.00		$0.00
Total Reserve	$0.00	$133,808.00	$0.00	$133,808.00	$133,808.00	$0.00	$133,808.00	$0.00	$133,808.00	$133,808.00	$0.00
Other Expenditures											
Secondary Eligible Recipients		16,635,670.00		$16,635,670.00	$16,635,670.00		$16,635,670.00		$16,635,670.00	19,807,087.00	$3,171,417.00
Postsecondary Eligible Recipients		41,631.00		$41,631.00	$41,631.00		$41,631.00		$41,631.00	1,044,238.00	$1,002,607.00
Total Other Expenditures	$0.00	$16,677,301.00	$0.00	$16,677,301.00	$16,677,301.00	$0.00	$16,677,301.00	$0.00	$16,677,301.00	$20,851,325.00	$4,174,024.00
Total Local Uses of Funds	$0.00	$16,811,109.00	$0.00	$16,811,109.00	$16,811,109.00	$0.00	$16,811,109.00	$0.00	$16,811,109.00	$20,985,133.00	$4,174,024.00
State Leadership											
Nontraditional Training and Employment		0.00		$0.00	$0.00		$0.00		$0.00	150,000.00	$150,000.00
State Institutions		125,136.00		$125,136.00	$125,136.00		$125,136.00		$125,136.00	234,598.00	$109,462.00
Other		291,123.00		$291,123.00	$291,123.00		$291,123.00		$291,123.00	917,151.00	$626,028.00
Total State Leadership	$0.00	$416,259.00	$0.00	$416,259.00	$416,259.00	$0.00	$416,259.00	$0.00	$416,259.00	$1,301,749.00	$885,490.00
State Administration		2,170,293.00		$2,170,293.00	$2,170,293.00	1,902,800.00	$267,493.00		$267,493.00	1,172,993.00	$905,500.00
TOTAL BASIC GRANT TO STATES	$0.00	$19,397,661.00	$0.00	$19,397,661.00	$19,397,661.00	$1,902,800.00	$17,494,861.00	$0.00	$17,494,861.00	$23,459,875.00	$5,965,014.00
Title II - Tech-Prep Education											
State Administration				$0.00	$0.00		$0.00		$0.00		$0.00
Local Consortia		1,608,891.00		$1,608,891.00	$1,608,891.00		$1,608,891.00		$1,608,891.00	2,150,847.00	$541,956.00
TOTAL TECH-PREP EDUCATION	$0.00	$1,608,891.00	$0.00	$1,608,891.00	$1,608,891.00	$0.00	$1,608,891.00	$0.00	$1,608,891.00	$2,150,847.00	$541,956.00

Additional Information:

STATUS OF FUNDS (FINAL) : 2003-2004

STATE:	Accounting Basis:	Federal Funding Period:	Grant Award Number:	Period Covered by This Report:
Arizona	Cash	07/01/02-09/30/04	V048A02003	07/01/02-09/30/04

	A	B	C	D	E	F	G	H	I	J	K
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net outlays this report period (Columns B - C)	Net outlays To Date (Columns A+D)	Non-Federal share of outlays	Total Federal share of outlays (Columns E - F)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns G+H)	Federal Funds Authorized In State Plan	Balance of Unobiligated Federal funds (Columns J-I)
Title I - Basic Grant to States											
Local Uses of Funds											
Reserve											
Secondary Eligible Recipients	264,379.57			$0.00	$264,379.57		$264,379.57		$264,379.57	264,379.57	$0.00
Postsecondary Eligible Recipients				$0.00	$0.00		$0.00		$0.00		$0.00
Total Reserve	$264,379.57	$0.00	$0.00	$0.00	$264,379.57	$0.00	$264,379.57	$0.00	$264,379.57	$264,379.57	$0.00
Other Expenditures											
Secondary Eligible Recipients	15,449,776.07	2,722,355.36		$2,722,355.36	$18,172,131.43		$18,172,131.43		$18,172,131.43	18,172,131.43	$0.00
Postsecondary Eligible Recipients	134,325.13	628,712.87		$628,712.87	$763,038.00		$763,038.00		$763,038.00	763,038.00	$0.00
Total Other Expenditures	$15,584,101.20	$3,351,068.23	$0.00	$3,351,068.23	$18,935,169.43	$0.00	$18,935,169.43	$0.00	$18,935,169.43	$18,935,169.43	$0.00
Total Local Uses of Funds	$15,848,480.77	$3,351,068.23	$0.00	$3,351,068.23	$19,199,549.00	$0.00	$19,199,549.00	$0.00	$19,199,549.00	$19,199,549.00	$0.00
State Leadership											
Nontraditional Training and Employment	9,527.00	140,473.00		$140,473.00	$150,000.00		$150,000.00		$150,000.00	150,000.00	$0.00
State Institutions	86,329.00	130,571.00		$130,571.00	$216,900.00		$216,900.00		$216,900.00	216,900.00	$0.00
Other	434,546.69	604,516.31		$604,516.31	$1,039,063.00		$1,039,063.00		$1,039,063.00	1,039,063.00	$0.00
Total State Leadership	$530,402.69	$875,560.31	$0.00	$875,560.31	$1,405,963.00	$0.00	$1,405,963.00	$0.00	$1,405,963.00	$1,405,963.00	$0.00
State Administration	2,317,751.93	669,006.31		$669,006.31	$2,986,758.24	1,902,257.24	$1,084,501.00		$1,084,501.00	1,084,501.00	$0.00
TOTAL BASIC GRANT TO STATES	$18,696,635.39	$4,895,634.85	$0.00	$4,895,634.85	$23,592,270.24	$1,902,257.24	$21,690,013.00	$0.00	$21,690,013.00	$21,690,013.00	$0.00
Title II - Tech-Prep Education											
State Administration				$0.00	$0.00		$0.00		$0.00		$0.00
Local Consortia	1,328,576.83	706,498.17		$706,498.17	$2,035,075.00		$2,035,075.00		$2,035,075.00	2,035,075.00	$0.00
TOTAL TECH-PREP EDUCATION	$1,328,576.83	$706,498.17	$0.00	$706,498.17	$2,035,075.00	$0.00	$2,035,075.00	$0.00	$2,035,075.00	$2,035,075.00	$0.00

Additional Information:

Narrative

Arizona Consolidated Annual Report Executive Summary

A brief one or two sentence description of each of the following sections including the responses to the accountability questions listed on the accountability data collection forms.

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility summary)

The Arizona Department of Education administers the state Perkins allocation and processes LEA Basic Grant applications. Since the 2002 legislative dissolution of the State Community College Board of Arizona, the responsibilities for postsecondary performance measures and accountability transferred to the Arizona Department of Education. No state funding has supported the new responsibilities to date. New postsecondary positions were filled from September 2003 until fall 2004 when both were vacated by incumbents who chose to leave the Department of Education. Vacancies are expected to be filled by January of 2005.

b. Report on State Leadership. [Section 124]

1. Required Activities

Secondary and postsecondary administrations have created new accountability systems in response to Perkins III. All secondary required activities have been in support of the new definitions, formulas, Performance Measures, improved data quality, new reporting systems for performance results, defining program quality, new measurement approaches, using performance data for program improvement initiatives, and the creation of an improved CTE delivery system.

Postsecondary State leadership is focused on improving reporting processes, refining institutional planning for program improvement, and training. Now that the leadership structure for postsecondary is in place at ADE, new processes are being established for sharing and enhancing program improvement strategies. Use of Performance Measures will continue to be central to the program improvement process. While two of the postsecondary positions have been vacant for varying amounts of time during 2004, leadership has been provided to accomplish these activities.

2. Permissible Activities

Secondary permissible activities emphasize career guidance programs, linkages between secondary and postsecondary education, curriculum improvement, and family and consumer sciences (FACS) programs.

Permissible activities by colleges include support of work-related experience, technical support, student organization support in career and technical areas, updating equipment, and programs for helping CTE students find employment.

3. Core Indicator Related Activity

- **Activity – Core Indicator 1S1 - Academic Attainment Measurement**
    - Arizona is purchasing the ***Academic Excellence through Career and Technical Education - a Resource Kit Incorporating the CTE Curriculum Matrix*** from the Center for Leadership in Education for use in more accurately validating the academic standards integrated into the new CTE curriculum.
    - The State Educational Agency (SEA) continues its efforts to improve its ability to strengthen the measurable objectives aimed at enhancing performance and compliance. All LEAs and SEA CTE program specialists continue to receive training on performance-based decisions, improving data quality, and Arizona's new reporting of Performance Measures results.
    - The state has developed a formal process through which the SEA is notified when a district intends to begin reporting a new CTE program
    - Arizona now has a formal process by which a low performing program can submit compelling evidence why the program should be allowed to remain active for another year. SEA now requires LEAs to submit using either electronic or web-based enrollment, concentrator, and placement reports.
    - The electronic enrollment is now linked to the Basic Grant electronic application and the performance measures on-line system.
    - Arizona now defines the minimum acceptable performance for each performance measure (below which the LEA must include one or more state-directed objectives in their Basic Grant application). The minimal acceptable performance is calculated as ½ the current state adjusted level of performance (SALP).
    - Arizona now has two state strategies for improving data quality: proactive technical assistance before the reporting deadline and data quality reviews after the reporting deadline.

- **Activity – All Core Indicators Postsecondary**

With the new postsecondary ADE personnel in place, additional data quality assurance measures have been established and executed. These include:

- The revision/clarification of the CAR Reporting Guide and distribution to the institutional research staff for each community college district.
- Site visits to all of the 10 community college district offices to provide onsite assistance with performance measures and data management.
- A formal review of 100% of all Arizona Tech Prep articulation agreements and confirmation of Tech Prep student data.
- In agreement with our Federal State contact, some postsecondary performance measure definitions were renegotiated.

c. ***Implications For Next Fiscal Year/State Plan***

Secondary administration activities are directed toward implementing the 12 recommendations in the Kister Report *Arizona Career Technical Education Delivery*

System Project Report as prioritized by the CTE Advisory Committee to the State Board of Education. SEA work continues on refining program quality initiatives, improving data quality, and using evidence-based decision making in support of improving program quality.

Arizona Department of Education hired three postsecondary accountability staff members to work actively with Arizona community colleges on program improvement and improved data quality. By July 2003, two staff members were in place and immediately began site visits and meetings with administrative staff from all of the Arizona community colleges districts. Groundwork has begun on improved processes for working with community colleges, as well as providing responsive leadership. By September 2004, two of the positions were vacant as incumbents chose to leave the SEA. These are expected to be filled by January 2005. No state moneys have been provided to support the new postsecondary responsibilities that have shifted to the SEA.

Responsibilities and activities started in 2003 were continued through 2004 by the postsecondary Perkins specialist (in place the entire year), the State Tech Prep Director(same person for 9 years) and the Postsecondary Tech Prep and Accountability Specialist(in place for 9 months) Groundwork has begun on improved processes for working with community colleges, as well as providing responsive leadership.

Postsecondary administrations have improved electronic data collection and reporting systems. ADE research and accountability staff will maintain focus on continued improvement of data management. Two districts were still one month late in submitting their required 2004 data after an original extension had been granted.

II. Program Performance

a. State Performance Summary

Arizona's secondary exceeded negotiated performance levels for all sub indicators except 4S2.

Arizona's postsecondary exceeded negotiated performance levels for Core Indicators 1P1, 1P2, 2P1, and 4P2. Sufficient data was not available for accurate reporting of Core Indicators 3P1, 3P2.

b. *Definition of Vocational Concentrator and Tech Prep students*

Secondary: A student who achieves two Carnegie units/credits in a single CTE program is a concentrator. One unit/credit must be in a Level III course. The Tech Prep secondary student population is a subset of the Vocational Concentrator definition with the additional requirement that a grade "C" or better is required within an articulated program. This use of the "C" grade will align the secondary and postsecondary definitions.

Postsecondary Concentrator (New) - student enrolled in the State threshold level of vocational education. Arizona defines the state threshold level of vocational education for postsecondary as:

- A minimum of seven vocational credit hours in the same vocational area prefix;
- A minimum of one state-designated course in English or math, technical/business English, technical math, integrated academic/occupational course at or above the 100 level, or demonstrated proficiency by assessment;
- Both of the above must be obtained within the five previous years including the reporting period.

c. *Measurement Approaches and Data Quality Improvement*

1S1 - Arizona uses the State Academic Standards and Assessment System, measuring reading and writing as separate measures, while continuing to use mathematics results internally for state purposes only at this time.

New curriculum review and assessment adoption procedures are nearly complete, with the last curricula being revised in 2005. This aligns with the recommendation from the *Arizona Career Technical Education Delivery System Project Report* to replace old curricula with a set of new competencies that are industry determined, reflect national Career Clusters, and span grade levels into postsecondary studies. The increased academic and technical relevance of the curricula and local data quality requirements are reducing the state's performance on 1S2 to below the 2002 level, although the state met the 2004 negotiated level of performance.

1S2 - Transitioning to technical assessments will further challenge the state's ability to sustain a 60% performance level on 1S2. Work continues on implementing the recommendation from the *Arizona Career Technical Education Delivery System Project*

Report to institute a system of technical assessments for career and technical education. In 2005 Arizona will pilot test a new process using state validation panels to recommend industry-validated assessments appropriate for state endorsement. These endorsed assessments will be available to measure secondary students' attainment of specifically-identified program competencies.

All postsecondary core indicators have activities to improve data quality.
Several major events impacted postsecondary data collection in 2004:

- The Memorandum of Understanding (MOU), which allowed the collection of data between educational institutions (FERPA), was signed in March 2002, but was not implemented due to the dissolution of the State Community College Board in June of 2002. A new MOU has still not been implemented due to continuing FERPA concerns.
- Continued problems created by OVAE's memo regarding FERPA and student records have prevented sharing of student data by the community colleges.
- Shared administrative record exchange using UI Wage records for total community college system did not occur due to continued negotiations for data sharing MOU and the problems created by OVAE's memos.
- Staff turnover in Institutional Research and Occupational Administrators impacted several of the community college districts.
- The time consumed to train three new staff at ADE to handle duties previously handled by staff at the State Community College Board and then losing one in June and the other in September continues a gap in leadership at the State level.
- The movement of the contract for the collection of postsecondary data from one institution to another.

d. Effectiveness of Improvement Strategies in Previous Program Year

Under Perkins III, Arizona is recreating its accountability systems at the secondary and postsecondary levels. Secondary efforts to date have emphasized the creation and application of operational definitions and measures for local programs, including improving the quality of the data reported to the SEA. Secondary CTE met six of the seven performance measures for 2004, and is only 3.41% below the seventh measure. To improve data quality in 2004, the SEA initiated *Proactive Technical Assistance*, an on-site visit prior to the July 1 reporting deadline to districts with error rates greater than 10%. Most districts met the deadline for reporting performance measures and fewer districts were subject to errors in all programs in 2004.

Each college district (10) participated in postsecondary meetings with ADE staff. The CAR was utilized, with college and state data used for comparison. Postsecondary data indicate that community colleges utilized a number of effective strategies to improve their programs in the last year. Each college reported multiple strategies in these areas; vocational skill attainment, academic attainment and non-traditional participation.

e. Improvement Strategies for Next Program Year

All efforts are aligned to recommendations from Arizona Career Technical Education Delivery System Project Report and these goals are guiding 2005 strategies aimed at initiating a new system in FY 2007-2008:

Implement a new delivery system for career and technical education reflecting commitment to rigor and relevance.

1. Implement a comprehensive career development system that includes career awareness in grades K-6, career exploration in grades 7-9 and career preparation in grade10 through postsecondary.

2. Develop a delivery system that allows flexibility to offer multiple exit points when each exit point leads to workplace skill standards or a job; 2) for districts to determine how to sequence courses that deliver the industry-validated state program competencies, and 3) create CTE classes that are eligible for weighted credit e.g. advanced placement course weight.

3. Create quality options requiring significant rigor and relevance as measured by CTE concentrator passing state identified technical assessments or alternative until such time as technical assessments are available in a single program area.

Institute a system of technical assessments for career and technical education.

1. By school year 2007-2008, provide flexibility in choosing assessment options for all Career and Technical Education programs by endorsing state industry-validated written and/or performance assessments.

2. Annually, seek financial support for implementation of technical assessments.

3. By school year 2007-2008, provide pre-service and in-service training to Career and Technical Education teachers and administrators to implement technical assessments.

Significant SEA curriculum review processes are nearly complete and state assessment adoption pilot in underway. This aligns with the recommendation from the research project report to replace old curricula with a set of new competencies that are industry determined, reflect national career clusters, and span grade levels into postsecondary studies. All 30 current CTE curriculum frameworks have been, or currently are being reviewed through the new adoption/adaptation process. Curriculum training has been conducted for each reviewed product and is planned for all upcoming programs participating in this process. Within this new process, extensive research is being completed in order to aid in the alignment of the recommendation to institute a system of technical assessments for CTE.

In January 2004 the community colleges received state and individual college results from the CAR. Meetings were held with occupational administrators and ADE staff to plan

improvement strategies for FY2004 and will be repeated for FY2005. Shared input will establish formal processes, which will be reported in next year's CAR.

III. *Program Administration [Section 122 (c)]*

a. Report on State Administration (roles/responsibility summary)

The Arizona Department of Education administers the state Perkins allocation and processes LEA Basic Grant applications. Since the 2002 legislative dissolution of the State Community College Board of Arizona, the responsibilities for postsecondary performance measures and accountability, transferred to the Arizona Department of Education. However, no state funding has supported the new responsibilities to date. The Arizona Department of Administration approved adding employee positions to oversee these postsecondary responsibilities in December of 2002. New postsecondary positions were filled from September 2003 until fall 2004 when both were vacated by incumbents who chose to leave the Department of Education for higher paying positions. During 2004, approximately 10 months of work time was lost due to vacancies and turnover in these positions. Most of the targeted work was accomplished. Vacancies are expected to be filled by January of 2005.

Through the development of the Postsecondary Team, technical support for Arizona community colleges is now operational. The following ADE employees are members of the Carl Perkins Postsecondary Team:

- Postsecondary Federal Grants Specialist
  - Monitors community college grant submissions and utilization of Carl Perkins allocations.

- Postsecondary Tech Prep and Accountability Specialist
  - Oversees all aspects of Perkins accountability for community colleges and postsecondary Tech Prep functions.

- Postsecondary Accountability Research Specialist
  - Handles data collection and data quality for community colleges

In addition to the above-mentioned specialists, the State Tech Prep Director, the Manager of CTE Program Improvement and the Manager of CTE Federal Grants also participate in the Postsecondary Team activities as needed. While two of the postsecondary positions have been vacant for varying amounts of time during 2004, leadership has been provided to accomplish needed responsibilities.

b. Report on State Leadership. [Section 124]

1. Required Activities

Assessment of Vocational/Technical Programs

Secondary Assessment of Career and Technical Education (CTE) programs - Arizona Department of Education, using the services of MPR Associates, facilitated dialogue with selected local CTE representatives to design Arizona's new accountability system throughout 1999 - 2000. In January 2003 Arizona began working toward the first major improvement to the system since the 2000 baseline year of Perkins. The SEA commissioned a research project "*Arizona Career Technical Education Delivery System Project,*" by Joanna Kister from Education and Workforce Development, Columbus Ohio. In April 2003 the project report delivered 12 major recommendations. In June 2003 the CTE Advisory Committee to the Arizona State Board of Education received the recommendations and appointed an Ad Hoc study committee to prioritize the recommendations and develop an action plan for implementation.

The recommendation to "institute a system of technical assessments for CTE" has increased the speed of the SEA transition to technical assessments begun in 2001. The SEA has drafted assessment system goals, criteria for endorsed technical assessments, end-of-program and part-of-program assessment approaches, a preliminary assessment resource table, procedures for reviewing assessments for SEA endorsement, and a timeline for transitioning the state to a technical assessment system. In November 2003 Arizona submitted draft assessment materials to OVAE for conceptual approval of the proposed system. The draft materials include a list of potential assessment resources including industry-developed, private fee-service, third party, vendor-specific, and locally-developed tests. The state's assessment review system, using a panel of industry content experts and statisticians, would recommend for SEA endorsement any assessment option to be included in the final assessment resource table. In this way, any assessment endorsed would be industry-validated, the test items confirmed to be reliable and valid, and the assessment confirmed to be without bias for the populations represented in Arizona's student enrollment. In 2005 Arizona will pilot test this new process for validating assessments to measure the workplace skills found in the core clusters, which have been included in all revised curricula. In addition, Arizona will pilot test validating assessments for the secondary automotive, construction, business management and culinary programs.

Postsecondary Assessment of Vocational/Technical Programs - With the Postsecondary Team in place, ADE has refined process for monitoring Arizona community colleges relative to Carl Perkins allocations. Community colleges participate in an annual evaluation process based on performance measures. College administrators identify under-performing programs, analyze issues influencing performance and develop strategic program improvement plans to improve performance in targeted areas. A summary of improvement plans is submitted annually to ADE. These program improvement plans are then utilized by community colleges to develop objectives for Basic Grant applications. Executive summaries of Program Improvement Plans are kept on file at ADE for reference.

Accurate, Timely And Reliable Reporting

Secondary - There continue extensive statewide efforts to disseminate new state Performance Measures information and to assist local efforts to comply with accurate and timely reporting. Statewide meetings, regional meetings, certified mailings, web access, and in some cases local technical assistance visits, are all part of the dissemination process. 8.72 % of 2004 professional development activities deal specifically with accurate and reliable reporting and recordkeeping, down from 14% last year. However, when measured by the number of training hours available, the amount of time is increased over 2004 by eight hours.

Arizona now uses electronic performance measures reporting systems that prompt users to complete required information fields and control for input errors. Electronic submission using one or more of these methods is required:

- Web-based data collection;
- Electronic file submission via tape or disk; or
- E-mail file submission.

In addition, an emergency backup disk-based Access data collection system has been developed and distributed annually to all districts. It is useful in the event one is unable to connect to the state's web reporting system as the reporting deadline approaches, in order to submit any remaining records.

- The SEA has an enhanced Internet reporting system for local district Performance Measures results. This SEA system calculates local results and electronically sends them back to the LEA. The state uses tabular reporting formats that allow different units of analyses:
  - ♦ School Program Totals
  - ♦ Compiled District Program Totals
  - ♦ Student Group Totals
  - ♦ District Population Totals
  - ♦ Tech-Prep Programs
  - ♦ School Low Performance Summary
  - ♦ District Low Performance Summary
  - ♦ Program Performance Profile for the Period 2000-2004
  - ♦ Data Snapshot Comparing CTE Academic Performance to General Student Population
  - ♦ A Program Profile Table showing programs currently active and those the previously participated in the accountability system (New in 2004)

- Enhanced Internet reporting system offers the option of charted program results for:
  - ♦ School Program Totals Chart
  - ♦ Compiled District Program Totals Chart
  - ♦ Program Performance Chart for the Period 2000-2004

In 2004, the SEA created a new formalized process by which local programs can request an exemption from a state requirement, in order to have another year to work on improving performance or compliance. State Reports in a variety of similar tabular and chart formats are now available for state staff to use in evidence-based decision-making and planning during the exemption review process. Efforts continue to increase the number of state staff using state reports and evidence-based decision making and planning.

To improve data quality in 2004, the SEA initiated *Proactive Technical Assistance*, an on-site SEA staff visit prior to the July 1 reporting deadline. This new process allowed a more focused strategy aimed at specific improvements in districts with historical data quality problems. Districts with error rates greater than 10% were targeted for this assistance.

- 52 districts were targeted for Proactive Technical Assistance. 37 of the districts participated in the process. For those that participated, their average error rate in accurately identifying CTE concentrators went from 40% in 2003 to less than 10% in 2004. Their average error rate in identifying CTE completers went from 77% in 2003 to 24% in 2004.

- Arizona completed the state's fifth on-site data quality reviews. Reviews were conducted for 66 of the 114 districts (57.89%) during the period August – November 2004. Districts were selected based upon their 2004 data anomalies, their error rates from the previous year if they were unable to participate in the proactive technical assistance process, their turnover in local CTE administration, or their inclusion in a random sample.

- The state strategy begun in 2002 to improve on time reporting by freezing all CTE funding until the missing report is submitted has had some limited effect. 33.4% of districts (38) were late in 2004, compared with 38% in 2003 and 42% in 2002. Slightly more than one-third of the districts submitting late in 2004 were late in 2003; 13% have been late each year since 2002.

- Using a sanction of interrupted or frozen funding to improve accurate reporting is ineffective in correcting data quality issues identified during a data quality review. The SEA cannot afford to wait for the corrections when the CAR is due in December. Therefore the SEA has initiated a second strategy to improve data quality through the on-site Proactive Technical Assistance visits prior to the reporting deadline July 1. The SEA continues the on-site data quality review process after the reporting deadline.

Postsecondary – With the Research and Accountability Specialist in place, a substantial amount of technical assistance has been devoted to monitoring the quality of Postsecondary data and Perkins reporting. As a result of the 2002-2003 data quality investigations, several areas were identified as the focus of improvement efforts. The 2004 initiative included several strategies for improving data quality.

1. A formal audit took place to assure the accuracy of all Tech Prep articulation agreements in the State.
2. A new instrument was developed to record all Tech Prep articulation agreements in a comparable format.
3. A new online data submission process was developed to improve the quality of community college submissions.
4. Community colleges were asked to assign an attribute to identify Tech Prep students in their student databases.
5. Basic Grant applications were reviewed and community college staff were trained improve the quality of their grant objectives to reflect ADE's focus on accountability and measurable outcomes.
6. ADE developed and presented several sessions focusing on data quality and accountability at the CTE Summer conference. Sixty postsecondary administrators and institutional research personnel attended these sessions.
7. A secondary/postsecondary linkage goal that included Tech Prep, was added to each postsecondary grant.

Training To Use State-Of-The-Art Technology

Secondary – Under Perkins III, the Arizona Department of Education initiated statewide electronic Performance Measures data collection (LEA to SEA) and Performance Measures reporting systems (SEA to LEA). Professional development activities oriented to state-of-the-art technology for CTE program instructional areas comprised 5.42%% (23 of 426) in 2004, down from 8% in 2003 (20 of 255). This is compared to 12% of the 240 workshops delivered in 2002 and 2001. The actual number of workshops has gone up and is now more than four times the FY 2000 numbers.

Postsecondary – The Arizona Department of Education utilized a new online data collection system this year. Developed by Arizona Western College, the system was originally designed to resolve problems with tracking Tech Prep students. The capacity of this system enables data collection for all Arizona community college data submissions.

Providing High Technology Field

Secondary – Using current and future data projections for the period 2002 through FY 2008, an exhaustive statewide economic and labor statistics review of Arizona's CTE programs ranked 36 CTE programs for 2002 using the variables

- Total Annual Openings
- Average Wage
- Average O*NET Academic Score; and
- Average O*NET Technical Score.

The revised review process accommodates new and emerging technology occupations. In 2003, the list was revised to 32 programs, and then to 30 in 2004 based on merged and revised curriculum per Table 1.

Table 1. Curriculum Review Schedule

Level III Programs Completed	Date of completion	CIP Code #
Allied Health Services	1/30/2003	51.0800
Automotive Technologies	9/30/2002	47.0600
Business Information Technology Services (New and Emerging Program)	6/1/2002	15.1200
Business Management and Administrative Services (New and Emerging Program)	6/1/2002	52.0200
Construction Technologies (merging Carpentry, Building Trades, & Building Maintenance)	6/1/2003	46.0400
Education Professions (New and Emerging Program)	5/15/2003	13.1500
Electronic Technology	6/1/2003	15.0300
Financial Services	2/1/2003	52.0800
Graphic Communications (merging Visual Communications and Graphic Art)	6/1//2003	10.0300
Hospitality Management	1/15/2003	52.0900
Law, Public Safety, & Security	1/30/2003	43.0100
Marketing, Management, and Entrepreneurship	2/15/2003	52.1800
Precision Metal Working	10/30/2002	48.0500
Visual Communications (to be merged with Graphics)	9/30/2002	N/A
Fashion Design and Merchandising	1/15/2004	52.1900
Drafting/Design Technology	1/15/2004	15.1300
Radio/Television Technology	2/15/2004	10.0200
Accounting and Related Services	4/1/2004	52.0300
Early Childhood Professions	4/15/2004	13.1200
Cosmetology	11/1/2004	12.0400
Nursing Services	4/1/2004	51.1600
Woodworking (previously titled Cabinetmaking)	5/1/2004	48.0700

Programs in Process 2004-2005	Approximate Completion Date	CIP Code #
Fire Science	9/15/2004	43.0200
Nursing Services	11/15/2004	51.1600
Cosmetology	3/1/2005	12.0400
Culinary Arts	3/15/2005	12.0500
Agricultural Business and Management (merging Agriscience, Horticulture, and Renewable Natural Resources)	5/15/2005	1.0300

Postsecondary - Arizona's community colleges are actively engaged in institutional planning to assure their students' competitive stance in Arizona's high technology, high skill occupations. To remain competitive, community colleges provide professional development opportunities for faculty to keep them current in high tech fields. Each institution executes formal program reviews every two to five years in compliance with North Central accreditation requirements. A key issue in this review process is the extent to which faculty has participated in development activities to keep their skills current. All of the postsecondary institutions rely on industry resources and standards for reviewing course content and utilize stakeholder input in institutional planning.

Examples of postsecondary initiatives to further high technology fields in CTE education in Arizona follow:

- The Battelle Memorial Institute was commissioned by Maricopa Community Colleges in collaboration with the Arizona Department of Commerce, Pima Community College, Yavapai College and the Flinn Foundation to assess State specific needs for bioscience workforce development.

- Northland Pioneer College has developed the new Associate of Applied Science degree in Power Plant Fundamentals program in response to the need for highly qualified high tech employees for area power plants.

- Pima Community College, in partnership with the University of Arizona and the Raytheon Corporation, has introduced the Raytheon Scholars program. The program, a combination of rigorous course work and internships with Raytheon, is designed to encourage more high school students to choose the engineering field.
- Chandler-Gilbert Community College. One faculty member attended a PD activity on Homeland Security and another in biotech opportunities.
- Estrella Mountain and Gateway CC. IT faculty participated in training to upgrade skills in Cisco and Microsoft, Server and Red Hat Linux.
- Glendale Community College. 50% of the faculty attended PD workshops (e.g. Auto regional and national meetings. for GM and Daimler Chrysler, Fire Science conferences, EMT and CAD trainings, biotech conferences, Nursing workshops, Early Childhood Education seminars.

- Scottsdale Community College. PD focused on computer tech and Administration of Justice Studies. Also, faculty received their Certified Novell instructor certifications and MOUS certification.
- Mohave Community College. State and national conferences and meetings were attended by surgical tech. faculty, nursing director, EMS director, public safety director and dental hygiene director.

Professional Development Programs

Secondary – The SEA contracted services to deliver 426 professional development activities: 255 state-leadership sponsored workshops and 178 activities for AzCRN and nontraditional training and employment. While many activities serve multiple purposes, the SEA is capturing for reporting purposes the one purpose staff responsible for the activity identified as most important. The workshop percentages allocated to these required and permissible activities are listed below.

Required Activities	2004 (N=426)	2003 (N=255)
Accurate, Timely, and Reliable Reporting	9%	14%
Training To Use State-Of-The-Art Technology	5%	8%
Keeping Educators Current (coherent sequence, state competencies, new curricula, certification, etc.)	17%	58%
Building Partnerships	5%	6%
Expansion of the Use of Technology	6%	5%
Academic Integration	1%	2%
Nontraditional Training and Employment	29%	2%
Supporting Special Populations & Aligning with other Education Programs (IDEA, WIA, etc.)	2%	4%
Improving Parental and Community Involvement	<1%	1%
Permissible Activities		
Career Guidance and Counseling (e.g. RealGame, AzCRN, AzCIS)	13%	10%
Linkages between Secondary and Postsecondary	5%	4%
Curriculum Improvement and Development	2%	4%
CTE Student Organizations (recruiting special populations)	<1%	2%
Training in All Aspects of an Industry	1%	1%
Family and Consumer Sciences Education	2%	1%

The actual number of workshops increased over 2003 to 426; this is over four times the number offered in FY 2000 and includes the activities sponsored through our Section 118 grant. The number of educators participating in state-leadership events sponsored with our three universities partnerships decreased from the previous year, to 1,036

(duplicated count) down from 2,053 in 2003 and 1,873 in 2002. There was an unduplicated count of 868 down from 1,061 participants in 2003 The number of educators participating in events sponsored with our Section 118 grant are 1,458 (unduplicated) and 1,158 duplicated. In addition, there were 1,249 participants at the annual state conference, compared to 1,118 last year. These activities together yield 3,743 duplicated educators participating in professional development.

Arizona continues to offer CTE professional externship experiences to align with the intent of the Perkins Act; however the efforts have been scaled back due to new limitations caused by safety and risk management issues with business partners. Educator participants must demonstrate a direct benefit for students enrolled in local CTE courses. Arizona now offers externships and highly structured business and industry tours.

- 60 applicants applied for externships, down from 102 last year; 44 completed, down from 92 last year.
- 68 participants completed tour experiences, down from 95 last year; 20 dropped out this year, 5 times the number in 2003.

Postsecondary – Professional development is a key element to the program improvement process for Arizona community colleges. Specific needs for under-performing programs are addressed in their Program Improvement Plans.

The 2004 Summer CTE Conference provided a number of sessions directly addressing issues pertinent to Arizona community college administrators. Partnering with the Arizona Occupational Administrators Association enabled the Postsecondary team to develop and offer a full two days of sessions for community college participants. Community college participation was up this year and colleges reported a number of faculty who attended sessions related to their programs. A "Day of Dialogue" was held again at the 2004 Summer CTE Conference for Occupational Administrators and Secondary Local Directors.

The SEA met with Occupational Administrators in February 2004. Future meetings were planned to continue discussion of concerns relating to improvement of community college services, legal and logistical issues pertaining to dual enrollment, partnership with secondary institutions and future concerns about the reauthorization of the Carl Perkins legislation.

The Deputy Associate Superintendent/State Director for Career and Technical Education was part of a two-day conference with the Arizona Academic Administrators Association (AAAA). Topics included articulation and further collaboration between secondary and postsecondary CTE.

Supporting Partnerships

Secondary –Arizona CTE conference programs nearly always include one or more sessions on building successful partnerships. This is true for state CTE conferences, state and regional program area conferences, new teacher conferences, and for national

conferences held in Arizona. During the 2004 year, 5% of the professional development workshops focused on building partnerships, down from 7% last year and up from 2% in 2001. An additional 21 workshops focused on linkages between secondary and postsecondary, up from 17 last year. Arizona has revised and is disseminating its Work-Based Learning Resource Guide, helping provide guidance on developing business partnerships and conducted a research project on improvement the cooperative education courses to align to national best practices.

Postsecondary – Utilizing partnerships with business and industry has been a significant aspect of institutional planning for Arizona's community colleges. Relationships with Tech Prep, advisory councils and business partnerships are key to occupational program development and improvement. Each Arizona community college has a formal process for attaining stakeholder input for the purposes of serving the needs of industry and business.

Providing Preparation For Nontraditional Training And Employment

Secondary - Arizona designates all but nine of its 30 CTE programs as non-traditional (NT). Over 40% of all 2004 professional development activities were aligned to career guidance and nontraditional training and employment. Table 2 ranks the 21 nontraditional programs by 2004 enrollment in order of their size, calculating the amount of change in enrollment and percent of NT enrollment since 2003. Seven of Arizona's nontraditional CTE programs met the adjusted level of performance for 2004. These same programs met the expected level of performance in 2003.

Table 2. Arizona 2004 CTE Programs with Nontraditional Enrollments

Nontrad Gender	Total 2004 Program Enrollment	Total 2003 Program Enrollment	Enrollment Change Since 2003	2004 % of NT Enrollment	2003 % Of NT Enrollment	% Change Since 2003	Program Name
Female	6542	7,128	-586	10.82	10.27	0.55	Automotive Technologies
Female	5935	5,494	441	53.46	51.74	1.72	Graphic Communication
Male	5630	5,953	-323	9.91	11.02	-1.11	Early Childhood Professions
Female	3278	3,097	181	18.24	16.18	2.06	Drafting Technology
Female	2996	2858	138	10.28	10.68	-0.4	Construction
Female	2505	2,216	289	36.88	40.48	-3.6	Agriscience
Female	2494	2,235	259	6.98	7.96	-0.98	Precision Metal Workers
Female	1977	1,807	170	32.07	32.04	0.03	Radio and Television
Male	1843	1,584	259	5.81	6.06	-0.25	Fashion Design and Merchandising
Female	1538	1,146	392	7.19	11.43	-4.24	Woodworking
Male	1291	974	317	13.25	10.88	2.37	Nursing Services
Female	1075	1,506	-431	7.63	7.5	0.13	Electronics Technology
Male	570	408	162	1.58	0.98	0.6	Cosmetology
Female	520	409	111	76.73	75.55	1.18	Allied Health Services
Female	504	586	-82	40.48	39.42	1.06	Law Enforcement
Female	402	320	82	35.57	37.19	-1.62	Renewable Natural Resources
Female	369	272	97	14.91	14.71	0.2	Firefighting Technology
Female	318	396	-78	27.04	24.75	2.29	Ag Bus Management Horticulture
Female	46	53	-7	4.35	0	4.35	Electrical and Power Transmission
Female	44	33	11	13.64	18.18	-4.54	Heavy Equipment Operation
Female	6	41	-35	0	0	0	Heating, Ventilation, Air

Two of the state's largest districts are unable to identify special populations' concentrators at this time for technical reasons within their own MIS/IT systems. This has an impact of unknown size on the state's totals for special populations' concentrators in NT programs. Of the 21 NT programs in Arizona, 12 improved their overall NT participation in 2004; seven of them improved in spite of a reduction in their overall enrollment. Of the nine programs with lower performance since 2003, two-thirds are among the state's larger programs with a total program enrollment over 1000 students. Only one of these, Agriscience, is still meeting the state's performance measure. Horticulture is also still meeting the measure, but is a program with less than 500 students enrolled statewide.

Table 3 ranks the 21 nontraditional programs with 2004 completers by the number of completers. Six of Arizona's nontraditional CTE programs met the adjusted level of performance. Of the 15 NT programs that did not meet the NT completer performance level in 2004, eight have improved their performance since 2003. Three of these are now at 11.98 per cent or more, which is halfway to the state's adjusted level of performance. The state needed 210 more nontraditional students completing their CTE programs in order to meet the measure.

Table 3. Arizona 2004 CTE Programs with Nontraditional Completers

Nontrad Gender	Total 2004 Program Completers	Total 2003 Program Completers	Change Since 2003	2004 % of NT Completers	2003 % Of NT Completers	Change Since 2003	Program Name
Female	1003	803	200	8.57	7.47	1.1	Automotive Technologies
Male	841	777	64	7.25	5.79	1.46	Early Childhood Professions
Female	626	635	-9	58.63	62.65	-4.02	Graphic Communication
Female	569	470	99	14.76	12.77	1.99	Drafting Technology
Female	453	421	32	29.8	30.17	-0.37	Radio and Television
Male	434	452	-18	12.67	10.4	2.27	Nursing Services
Female	378	365	13	50.53	53.7	-3.17	Agriscience
Female	329	128	201	12.16	8.65	3.51	Construction
Female	328	358	-30	6.4	4.47	1.93	Precision Metal Workers
Male	175	120	55	8	10.83	-2.83	Fashion Design and Merchandising
Male	156	32	124	0	0.64	-0.64	Cosmetology
Female	153	151	2	7.19	11.92	-4.73	Woodworking
Female	148	231	-83	4.05	6.06	-2.01	Electronics Technology
Female	113	123	-10	76.99	72.36	4.63	Allied Health Services
Female	106	92	14	35.85	46.74	-10.89	Law Enforcement
Female	53	60	-7	9.43	15	-5.57	Firefighting Technology
Female	23	38	-15	52.17	36.84	15.33	Renewable Natural Resources
Female	9	18	-9	0	22.22	-22.22	Heavy Equipment Operation
Female	5	12	-7	20	8.33	11.67	Electrical and Power Transmission
Female	4	6	-2	0	0	0	Heating, Ventilation, Air
Female	3	12	-9	33.33	16.67	16.66	Ag Bus Management Horticulture

Beginning in 2001, LEA programs that failed to achieve the state adjusted level of performance for 4S1 and 4S2 for the second year were designated with a "Program in Review" (PIR) status. Annually, such programs are required to select in April each year and implement (in their next Basic Grant) one or more state-directed objectives under Goal 7 Nontraditional Training in their LEA Basic Grant. The SEA, in collaboration with its three university partners, uses five state-directed objectives from which an LEA could choose one or more evidence-based improvement strategies:

- Investigate and identify root causes preventing local recruitment and retention;
- Develop and implement an action plan to overcome local root causes;
- Implement AzCRN, which includes tools and resources to provide nontraditional career exploration, career guidance and support to minority cohorts, recruitment and retention strategies;
- Involve and educate parents in a Parents As Partners program;
- Collaborate with community based organizations including businesses; and/or

LEAs could also draft their own objective and submit it for approval.

Postsecondary - Statewide 30 occupational areas for males and 65 occupational areas for females are identified as non-traditional for the Postsecondary level. It is estimated that these designated non-traditional areas encompass over 400 postsecondary occupational programs. This includes over 70% of all occupational programs offered by the postsecondary institutions.

In past years, quarterly employment placement data provided via the unemployment insurance file (UI data) was used to evaluate employment and earnings of non-traditional students in comparison to regular occupational enrollees. This year however, UI data was again unavailable. Recent rulings and interpretations regarding data sharing limits imposed by the Family Educational Rights and Privacy Act (FERPA) voided previously existing Memoranda of Understanding (MOU). ADE is currently in the process of requesting data sharing with the Arizona Department of Economic Security. Though the process began in July 2003, to date, no progress has been made toward data sharing. ADE will continue to pursue this information for use in program accountability, program improvement and strategic planning.

Serving Individuals In State Correctional Institutions

Secondary and Postsecondary - Arizona distributes 1% of its state secondary Perkins allocation to state corrections institutions serving youth, using the local Basic Grant application. The correctional LEA is exempt from SEA Performance Measures, but has developed its own set of population-appropriate performance measures and complies with the required services for special populations. Outcomes are monitored using the evaluation criteria specified for each goal in the grant application. Emphasis since FY 2001 has centered on employability readiness certification. For the 2004 school year the agency served over 1000 students, up from 800 in 2003; all 1000 received training in OSHA Safety and Health, WorkKeys Skills and/or occupational

training in one of four programs, business, culinary, hospitality and facility maintenance. Of the 1000, 291 attained a GED, up from 170 in 2003; 246 returned to high school upon release from facility. Over 100 received postsecondary vocational training, down from 253 last year. Over 300 were referred to vocational rehabilitation for continued training after their release.

2. Permissible Activities

Secondary –Career guidance and academic counseling programs comprise 13% of all 2004 professional development activities. An additional 5% of activities promote postsecondary and secondary linkages, while 2% of the professional development activities supported curriculum improvement and 1% Family and Consumer Sciences (FACS) programs.

Postsecondary— Permissible activities by colleges include support of work-related experience, technical support, student organization support in career and technical areas, updating equipment, programs for helping CTE students find employment and linkages between secondary and postsecondary education.

3. Core Indicator Related Activity

Secondary

- **Activity – Core Indicator 1S1 - Academic Attainment Measurement**

  State performance measures still use the state's Arizona Instrument to Measure Standards (AIMS) to measure academic reading and writing attainment. (Math is collected and used internally for the state at this time,) Professional development and program improvement efforts related to academic standards and integration in each curriculum product are being conducted. This aligns with the recommendations from the *Arizona Career Technical Education Delivery System Project Report* that states: Integrate CTE into the mainstream of high school education in Arizona by strengthening the academic and technical rigor of CTE curriculum and instruction. Arizona is purchasing the ***Academic Excellence Through Career and Technical Education - A Resource Kit Incorporating the CTE Curriculum Matrix*** from the Center for Leadership in Education for use in more accurately validating the academic standards integrated into the new CTE curriculum.

  Within the curriculum review process, each program curriculum has been aligned with the Arizona Academic Standards and this crosswalk component has been strengthened in terms of the academic and technical rigor of the CTE program competency/indicators. Professional development is being provided for each curriculum program in order to help teachers and administrators understand the language and organization of the Arizona academic standards through the Promoting Academic Standards and Skills (PASS) project. Technical rigor is also being strengthened by the addition of a competency common to all CTE programs as they complete the review process: work-based learning. This competency reinforces the

technical as well as the academic skills needed in the workplace. 1% of professional development contracted sessions addressed academic integration.

- **Activity – All Core Indicators – State-Directed Basic Grant Objectives**

  LEA programs that fail for the second year to achieve the state adjusted level of performance or show substantial improvement for any performance measure are designated with a "Program In Review" (PIR) status. Each is required to annually select and implement in their next Basic Grant one or more state-directed objectives under each relevant goal in their application. The SEA, in collaboration with its three university partners, drafted these state-directed objectives in 2002 from evidence-based improvement strategies in "*Research on Causes and Improvement Strategies for Perkins III Core Indicators: Example Models and Research Results* US DOE. The SEA continues its staff training efforts to improve its ability to strengthen the measurable objectives aimed at enhancing performance and compliance. Increased collaboration of state staff in creating improved objectives is enhanced by the new exemption request process.

- **Activity – All Core Indicators - "Using Performance Data" Training**

  All LEAs and SEA CTE program specialists continue to receive training on performance-based decisions, improving data quality, and Arizona's new reporting of Performance Measures results. SEA specialists and LEA personnel were offered over 14 hours of training this year in accessing and using new performance reports. The SEA initiated new local reports titled "Program Profile Table" and "Program Profile Report." The latter is a composite report showing performance for the period 2000-2004. The SEA added new state-level performance reports available that also allow comparisons and rankings of state program performance.

  Outcome – all program specialists are expected to
  - Understand Arizona's new Performance Measures reports;
  - Provide technical assistance to LEAs on interpreting the results of the new Performance Measures reports; and
  - Provide technical assistance on program evaluation using performance data.
  - Use local and state-level reports to identify LEAs and programs that need assistance.

- **Activity – All Core Indicators - Notification of Intent (NOI) Process**

  The state has developed a formal process through which the SEA is notified when a district intends to begin reporting a new CTE program. This process allows for earlier technical assistance to help startup programs comply with program requirements, including teacher certification, sufficient size, program delivery, and other quality indicators *when they start*. This process has helped to prioritize SEA staff assignments to insure on-site visits and consultations before approving the new startup program.

  Outcome - For 2004, there were 421 original NOI submissions:

  - 221 were approved (52.36%),

- 136 were withdrawn (32.22%) because the program was not ready,
- 60 were deemed unnecessary (14.21%), and
- 2 were not approved (<1%).

- **Activity – All Core Indicators -Formal Exemption Process**

  Since 2002, Arizona formally reports back to districts a summary of performance or other deficiencies that place a program at-risk of becoming inactive for funding (at-risk of becoming an "unapproved" program). LEA programs that failed in 2001 to achieve the state adjusted level of performance or substantial improvement for any measure for the second year were designated a "Program In Review" (PIR). A PIR is required to write and implement in their Basic Grant one or more state-directed objectives under each relevant goal in their LEA Basic Grant. In the third year of low performance, the program receives a notice that it is a candidate to be declared inactive by the SEA (the state term is "sunset"). 239 programs received "sunset" notices based upon their 2003 program results. Of these messages

  - 167 were for low performance on 3S1;
  - 141 were for low performance on 1S2; and
  - 71 were for low performance on 1S1.

  35 of the programs (15%) received messages for all three Core Indicators.

  Personalized technical assistance is given to LEAs through proactive technical assistance initiated by the SEA, program monitoring, project monitoring, data quality reviews, and upon request. In the event the program still does not make substantial progress towards meeting the performance measure, Arizona now has a formal process by which a program can submit an exemption request with compelling evidence why the program should be allowed to remain active for another year.

  Outcome – For 2003-2004 there were 98 exemption requests submitted by districts after receiving their 2003 performance at-risk program notices prior to the end of the FY 2004 year.

  - 51 were approved (52%).
  - 28 (29%) were given a "provisional" exemption, requiring collaborative evidence-based objective(s) written by program and project staff. If the program does not meet the collaborative objective(s) during the 2005 year the program will become inactive.
  - 19 were later determined to be unnecessary when compared to 2004 program performance.

  82 additional exemption requests came in after the end of the 2004 year requesting exemptions from conditions arising out of either the program's 2003 results or 2004 enrollment and reporting.

  - 52 were approved (63%)

- 17 (21%) were given a "provisional" exemption, requiring collaborative evidence-based objective(s) written by program and project staff. If the program does not meet the collaborative objective(s) during the 2005 year the program will become inactive
- 7 (9%) were determined to be no longer necessary
- 6 (7%) were not approved

To summarize the state's first 178 formal exemption requests this year

- 57% were approved,
- 24% were given a "provisional" exemption,
- 15% were determined to no longer be necessary, and
- 4% were not approved.

- **Activity – All Core Indicators -"Accountability Using Performance Measures"**

  Arizona held statewide technical assistance meetings and workshops on the new 2004 Performance Measures, definitions, formulas, reporting forms, reading reports and analyzing local data as part of the annual program evaluation. Personalized technical assistance was given to LEAs through proactive technical assistance, program monitoring, data quality reviews, and upon request.

  Outcome – All participating districts submitted all their performance data via the new web on-line system or in an electronic file. While not all information was submitted on time, all districts submitted at least partial data by the deadline. Eight schools failed to submit any data by the deadline in 2003.

- **Activity – All Core Indicators - Electronic Performance Measures Data Collection System**

  All LEAs and SEA CTE program specialists continue to receive training on the new electronic enrollment reporting system. SEA specialists and LEA personnel were offered over 10 hours of training this year in accessing and using new enrollment systems and reports.

  Outcome – SEA now requires LEAs to submit using either electronic or web-based enrollment, concentrator, and placement reports. The electronic enrollment is now linked to the Basic Grant electronic application and the performance measures on-line system.

- **Activity – All Core Indicators – Defining Substantial Improvement**

  Outcome - On the recommendation of the elected local CTE representatives, programs can be in one of these groups:
  - A high performer exempt from improvement expectations,

- A strong performer at 90% or more of the state level of performance where substantial improvement is measured and recorded, but no negative consequences result if substantial improvement is not made;
- Performing below 90% but above the minimum acceptable level, with an expectation of a modest amount of substantial improvement sufficient to reach 90% within 3 years; or
- Performing below a minimum acceptable level with an expectation that a significant improvement is needed.

Using this recommendation, Arizona now defines the minimum acceptable performance for each performance measure (below which the LEA must include one or more state-directed objectives in their Basic Grant application). The minimal acceptable performance is calculated as ½ the current state adjusted level of performance (SALP).

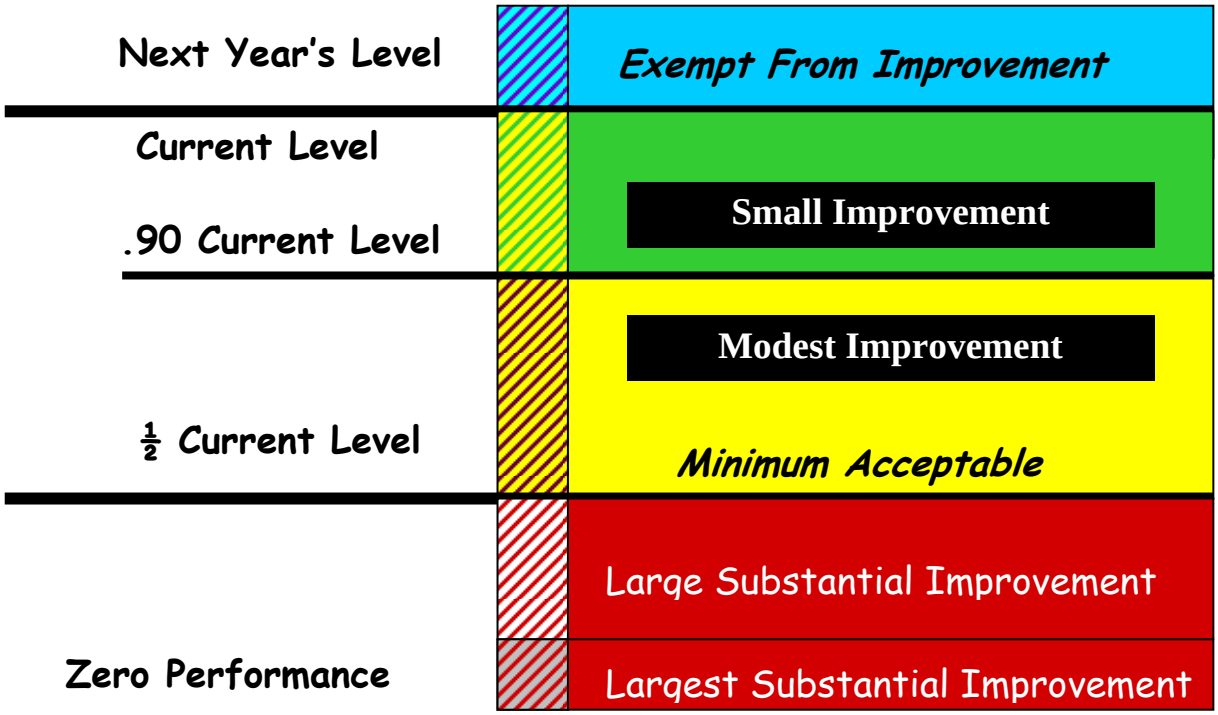
Arizona now defines the maximum (above which no improvement is necessary) as next year's SALP. Such a program is exempt from the improvement requirement. This means maintaining the same performance level is OK, since the program would meet the expected level of performance next year.

Any performance score falling in the range between minimum acceptable and the 90% of the state adjusted level of performance must improve by an amount equal to one-third of the range.

Programs at zero performance the previous year must improve to the minimum acceptable performance or one-half the current year SALP.

This substantial improvement model allows five years or more for a program that starts at zero to reach 90% of the state-level of performance.

Figure 1. Arizona Substantial Improvement Model



- **Activity – All Core Indicators – Strategies to Improve Data Quality**

  Arizona continues to work toward higher quality data and reliability and now has two state strategies for improving data quality: proactive technical assistance before the reporting deadline and data quality reviews after the reporting deadline. Error rates for all districts, charter, and BIA schools (114) were reviewed to determine where to make spring 2004 proactive technical assistance visits. Thirty-seven districts received on-site visits to provide technical assistance in

  - identifying concentrators,
  - identifying special populations,
  - identifying program completers, and
  - reporting student results using on-line or electronic files.

  Sixty-six districts received an on-site visit after July 1 2004 to verify that local documentation supports 2004 data reported on enrollment, concentrator, and placement reports.

  For the second time, the data review also looked at state duplicate concentrator records entered into the performance measures system for state placement funding. The error rates now reflect the corrections occurring on both state and federal records. However, no state records are included in the performance calculations or totals for this Consolidated Annual Report. The data review protocol investigates local data collection procedures and reporting practices. The protocol verified each district has documentation to support:

  - The concentrator and completer information reported to the SEA;

- Duplicate concentrator records entered to claim state placement funding;
- The IVEP information reported to the SEA;
- Placement information reported to the SEA; and
- Enrollment information reported to SEA.

Outcome – The proactive technical assistance helped reduce errors by verifying information ***before*** it was submitted to the SEA. However, not all districts selected could participate in an early review of transcripts, as their unique calendars postpone posting spring courses and credits until too close to, or after, the reporting deadline of July 1. Thirty-seven of the fifty-two districts selected received a proactive technical assistance visit.

Most of these districts (28/37) plus those that could not participate prior to July 1 (an additional 11) received a data quality review visit after the data was submitted to the SEA. An additional 27 districts were selected because they had data anomalies or they were part of a random sample for a total of 66 districts receiving at data quality review visit after the reporting deadline.

The data quality reviews corrected data errors resulting from a lack of documentation, a misapplication of a reporting definition, or an omission in reporting. The data review may result in adding, editing, and deleting concentrator records. It is apparent from two years of study that some programs do not yet have acceptable documentation of the required annual program evaluation and/or are not in compliance with the required annual evaluation processes.

Data quality review findings pertaining to concentrators include:

- For the second time, no districts needed to delete all concentrators and submit a new set of records. However, one of the state's large districts still had an error rate greater than 100% as their initial list was very incomplete and reported nearly all students in incorrect programs. Last year, five districts had error rates greater than 100%.
- 32% of districts reviewed underreported concentrators, compared to 38% last year. This is an increase from 30% in 2002, but less than the 100% in FY 2000. Arizona continues to increase the number of concentrators reported each year since FY 2000.
- The percentage of concentrator records added was 4.28% of the final state total, up from 4.24% last year, but down from 6.70% in 2002. Statewide, 743 concentrator records were added, down from 1,024 records added in 2002.
- 56.06% of districts reviewed initially reported students as concentrators who were ineligible because their transcripts did not document 2 credits in the program reported. This is down from 60.70% of districts last year and 59% in 2002.
- The percentage of concentrator records deleted was 3.1% of the final state total, down from 6.10% last year and 5.52% in 2002. Statewide, 538 concentrator records were deleted, down from 825 in 2002.
- 159 records were moved to a different CTE program where the student had two documented credits, down from 320 last year and 149 records in 2002. The high

number a year ago may be a reflection of the larger number of records reviewed in 2003.

- The SEA improved the 2004 on-line reporting system to prompt districts for submitting a zero concentrator report when no concentrator records are found. This satisfies reporting requirements when there are no concentrator records submitted, which happens often when new programs begin. Of the 212 zero concentrator reports needed in 2004, 68% were submitted by the July 1 reporting deadline. 15 of the 67 late reports (22%) were filed after preliminary funding notifications of lost revenue; the rest of the reports were submitted after data quality reviews but before funding notification. 33 schools (15%) needed to file a zero report after the reporting deadline.
- Most districts continue to over report graduates because they identify concentrators by listing only students who left because they graduated. This is an efficiency issue. In most districts, checking the transcripts of students who leave for reasons other than graduation remains a laborious manual task, for which time and resources are scarce. Until the SEA identification system can help districts identify students who leave for other reasons than graduation, the data quality is unlikely to improve significantly. Discussions at the SEA to create new reports will hopefully result in improvements for 2005 reporting.
- 21% of districts reported concentrators in programs that had no enrollment in 2004, up dramatically from 4.46% in 2003. Arizona now has a sufficient-size definition that requires programs to maintain a minimal number of students enrolled annually; the minimum is contingent on the size of the student body. In some cases, Arizona allows concentrators to be reported following notification of a program closure. Since the state's oldest business education program is leaving the state list of approved programs, these inactive programs are still reporting the last of their students, although the SEA was not expecting data from these inactive programs.

Data quality review findings related to special populations include:

- 15% of districts did not report special populations concentrators at all, up from 13.64% last year and 11% in 2002, but remains far below the 42% reported in FY 2000. Two of the state's largest districts are unable to report special populations' status for concentrators because of technology limitations at this time. The districts do identify and support special populations' students at the time they are enrolled, however.
- 9% of districts reported no special populations for the second year; this is nearly double the percentage reported in 2003 and 2002. One district has been unable to acceptably report IVEP status for concentrators since FY 2000.
- An additional 16.66% of districts did not have any adequate documentation to support the special populations students reported, up from 4.46% last year. Records were edited to delete the special population's identifications. This is twice the number from 2002, but remains far below the 31.43% reported in FY 2000. One district has been unable to acceptably report IVEP status for concentrators since FY 2000. Two districts have been unable to report acceptably for four years, one district unable for three years, and four districts unable to acceptably report for two years.

- In an effort to measure both the correct identification of students with two CTE program credits and the effective identification of, and service to, students in need, the data quality reviews investigated whether failing students had been reported as concentrators. 7.5% of districts included students with F's, down from 10.71% last year. This is half of the 2002 and 2001 rates.
- Statewide, 24 special populations' students with an Individualized Vocational Education Plan (IVEP) were overlooked in the initial reporting and added as a result of the on-site reviews, down from 60 last year. This is one and a-half times the number added in 2002.
- Statewide, 234 special populations students were initially reported but deleted as special populations' students when the districts had no supporting IVEP documentation; down from 457 deleted last year and 576 deleted in 2002.

Data quality review findings related to program completers include:

- 18.18% of districts had at least one program (a total of 46 programs at one or more campuses) that did not have any adequate documentation to support the 80% competency attainment calculation for measure 1S2; records were edited to delete the program completer status, up from 11.60% last year but reduced from 20% in 2002 and a rate of 44% in 2001. Two of the state's largest districts account for two-thirds of these programs and both districts are implementing new electronic systems to capture the student assessment information.
- Statewide 233 concentrator records were changed to add the program completer status, down from 368 last year, but twice the number added in 2002.
- Statewide 1,805 program completers' records were changed to delete the status back to concentrator, up from 1, 771 last year and 1,265 program completer records changed in 2002.

Data quality review findings related to placements include:

- 4.5% of districts reported a federal concentrator record in multiple programs, requiring one or more records to be deleted, down from 8.04% last year. Since the state placement reporting allows multiple state records if the student completes more than one program sequence, the elimination of duplicate federal records satisfies the federal requirement for unduplicated reporting. The state system has been enhanced to reduce the duplicate errors.
- The SEA improved the 2004 on-line reporting system to prompt districts for submitting a zero placement report when no placement records are found. This satisfies reporting requirements when there are no placement records submitted, which happens when new programs begin. Of the 476 zero placement reports needed in 2004, 67% were submitted by the July 1 reporting deadline. 49 of the 159 late reports (31%) were filed after preliminary funding notifications of lost revenue; the rest of the reports were submitted after data quality reviews before funding notification. 43 schools (38%) needed to file a zero report after the reporting deadline.
- 25% of districts reported placements in programs that had no enrollment in 2004, also up dramatically from 5% last year. These are not all the same districts that reported

concentrators with no enrollment. In some cases, Arizona allows placement reporting one year following the closure of a program.

Data quality review findings related to enrollment include:

- In May, 53% of districts initially overlooked reporting one or more programs on their year-end unduplicated report, which is the data source for 4S1, down from 68%. This high error rate may be attributable to the continued learning needed for implementing the electronic enrollment reporting system initiated in 2003. The SEA notified districts of the errors and offered an opportunity for corrections. 5% of districts still had errors remaining that were identified during the data review, down from 16% last year.
- In May, 24% of districts incorrectly included one or more programs on their year-end unduplicated report, for which no course enrollment was reported in 2004, down from 25% last year. The SEA notified districts of the errors and offered an opportunity for corrections. 4.5% of districts still had errors remaining that were identified during the data review, down from 9% last year.
- 21% of districts reported concentrators in programs that had no enrollment in 2004.
- 25% of districts reported placements in programs that had no enrollment in 2004.

Postsecondary

- **Activity** – Core Indicator 1P1 – Academic Course Completion

  A systematic review of Basic Grant documentation found that postsecondary institutions employed a combination of several strategies to improve academic course completion.

  - 70% of community colleges performed formal reviews of their CTE programs to ascertain opportunities for greater incorporation of English and math courses.
  - 70% performed a formal review of curriculum for the purpose of increasing integration of academic skills in CTE courses.
  - 30% noted the use of assessment instruments for the purpose of insuring academic attainment.

  Outcome - Occupational administrators facilitate accurate assessment of academic course completion by:

  - Providing technical assistance to the institutional data staff by identifying courses that meet State requirements for academic courses in English and mathematics or vocational course with substantial integration of 100 level (or above) English or mathematics.
  - Assisting in developing a reporting mechanism and protocol for identifying occupational students enrolled in these classes.
  - Providing verification when the institutional data system is aligned with student enrollment to satisfy this core indicator.

- **Activity – Standardized Performance Data**

With the addition of three postsecondary staff at ADE, quality assurance measures were established and executed. These include:

- The revision/clarification of the CAR Reporting Guide and distribution to the institutional research staff for each community college district.
- Revised electronic data reporting worksheets with automated quality checks and error messages were distributed to each community college district along with detailed completion instructions and data guidelines.
- Site visits to each community college district occurred prior to the community college reporting deadline. Onsite assistance with performance measures and data management was given to new institutional research personnel. One-on-one consultation occurred with experienced data administrators to expose existing incongruities and misinterpretations. Clarification of critical areas was included in the revision of the CAR Reporting Guide.
- A formal review of 100% of all Arizona Tech Prep articulation agreements and confirmation of Tech Prep student data.

Outcome - Institutional data specialists assure standardized performance data by:

- Utilizing the revised CAR Reporting Guide to assure reporting accurate and reliable data consistent with ADE directives.
- Providing student data on Performance Measures to be used by the institution for program evaluation and improvement.
- Utilizing student data from Tech Prep Consortia directors to identify cohorts of Tech Prep students who have successfully transitioned to their institutions.

- **Activity – Electronic Performance Measure Data Collection**

Given the presence of a new staff member at ADE whose position directly monitors electronic performance measure data collection, several initiatives have been added to electronic data management at the State level. A new online data submission process was developed to improve the quality of community college submissions. Also a new community college, Arizona Western, was utilized for the data collection.

Outcome – Initiated at the state-level, a system for reporting and collecting electronic Performance measures data from all postsecondary institutions. This system continues to be refined.

- Postsecondary institutions originally agreed to use a standardized protocol and data elements as well as common definitions. Not all institutions accomplished this.
- All reporting was submitted electronically.
- The applied system has corrected data errors and addressed the problem of misapplication of reporting definitions.
- Site visits were made to all but one community college district for the purpose of clarifying procedures and addressing questions.

- All institutions reported documentation to identify special population students and the delivery of supplemental services.

Secondary and Postsecondary Activity – Tech Prep Leadership

- Arizona Tech Prep is managed by a staff person at the Department of Education, the designated agency to receive federal funds. Since June 2002, postsecondary responsibilities were contracted with the previous postsecondary director through July 2003 and starting in March 2003, the hiring began of three new staff at ADE to handle duties previously handled by staff at the State Community College Board.
- The Tech Prep staff at ADE facilitate, manage, make site visits, and monitor the statewide program following the Guidelines in Title II Tech Prep Education - Section 202, Definitions for the Perkins Act of 1998.
- Tech Prep Directors meet seven times during the year with the state Tech Prep staff following meetings of Local Directors. The State Tech Prep Coordinator visits each consortium annually. An Annual Retreat is held to establish state guidelines and direction, based on the new RFP and the Annual State Assessment for each consortium.
- The 11 consortia leaders utilize the (Arizona developed) Tech Prep Framework to report consortia services to the two state leaders from the Arizona Department of Education and the State Board of Directors for Community Colleges. The Framework includes statewide goals: Articulation, Professional Development/Technology, Partnerships/Work-based Learning, Promotion/ Information/ Education/Recruitment (PIER), Special Populations/Equity/Non-Traditional Students (SPENT) and Evaluation.
- Students in Arizona are served through 11 Statewide Tech Prep consortia involving 19 community colleges (10 community colleges districts), 103 secondary school districts and ten joint vocational technical education districts (JTED).

Budget (See section C: "Financial Status Report" for further information.)

Secondary – Local Spending Trends

Preliminary analysis of the 2004 Fiscal Completion reports reveals only one-third of the annual fiscal completion reports have been posted and most are not available for analysis in time for this report. Analyzing the 2003 reports available allows some comparison with the FY 2000 baseline expenditure trends to measure changes in local use.

Although Arizona has shifted its emphasis to program accountability and performance-based decision making in Perkins III, this has not affected local spending trends. Analyzing the fiscal completion reports for the period FY 2000 – 2003 using the *function* codes of Arizona's Uniform System of Financial Records (USFR), nearly half of local expenditures are always for capital equipment, followed by one-fourth for support services, less than one-fifth for instruction and approximately one-tenth for expenditure categories.

Table 4. LEA Perkins Expenditures by Function for FY 2000 – 2003

Function	Percent of FY 2000 Total	Percent of FY 2001 Total	Percent of FY 2002 Total	Percent of FY 2003 Total
Capital Outlay	47%	49%	47%	48%
Support Services	24%	22%	23%	21%
Instruction	16%	16%	16%	18%
Expenditure Categories	11%	11%	12%	11%
Administration	1%	1%	1%	1%
Indirect Cost	1%	1%	1%	1%
Total	100%	100%	100%	100%
Total Number Projects	**105**	**108**	**119**	**120**
Total Number Approved Completion Reports	**104**	**106**	**117**	**117**

c. Implications For Next Fiscal Year/State Plan – Secondary

Assessment of vocational programs – Arizona's accountability system now electronically receives enrollment submissions and performance data, and calculates results including substantial improvement for programs that do not meet the state's adjusted level of performance. A Program Profile Table showing programs currently active and those that previously participated in the accountability system is now available for all schools. In addition, the SEA has added new state-level performance tabular and graphic reports that compare performance for the period 2000-2004. SEA state reports can now list programs in rank order for any program CIP. In spite of multiple notifications from the SEA to the LEA, many CTE programs are still missing required reports at the time of preliminary funding notifications, making them ineligible for funding. This is delaying final state funding distribution while late corrections are requested to be allowed and then completed. In a few cases, corrections are still made after final funding because the LEA failed to do so previously.

The logistical planning for prioritizing how state staff will be assigned to help programs and districts improve performance is ongoing. New NOI processes have increased the SEA staff's on-site visits to local programs. New exemption processes are forcing data-driven dialogue from multiple perspectives, although it is too soon to see evidence that this process is improving program performance or significantly impacting the number of active programs. Efforts and success rates are uneven, as state

staff differ in levels of awareness, expertise, and monitoring efforts. Collaboration between the SEA program, project, and accountability staff is increasing.

Accurate, timely, and reliable reporting – Since 2000 Arizona has improved its ability to guarantee accurate and timely data. Since 2003 Arizona no longer accepts paper records for enrollment, or local performance data. This automation enables the SEA to perform the formula calculations, review the data quality and more quickly return accurate results to the local districts. The SEA has developed new reports to identify:

- LEA misalignment between course and year-end program enrollment,
- Duplicate concentrator records submitted by more than one program and/or more than one school,
- LEA reported programs that are not currently active in the state reporting system; and
- Active and inactive local programs.

The SEA implemented a policy in 2002 to have the CTE State Director notify a district when data or corrections are submitted late and freeze all CTE funding until the missing data is submitted; however, the policy is rarely used in favor of a personal plea for compliance.

Unfortunately, this is not effective in assuring timely performance measures data corrections, which must be completed prior to the compilation of state performance results. In the event these are not entered by the November deadline, the SEA cannot wait for the corrections and must assume responsibility for the data entry immediately. The SEA has initiated the proactive technical assistance strategy, earlier data quality review visits, and electronic on-line enhancements to increase accurate and timely data reporting and data corrections.

Training to use state-of-the-art technology - Electronic reporting requires that LEA and SEA personnel achieve a technical proficiency level sufficient for accessing, reporting and receiving information from the SEA. New industry-validated curriculum products are increasing the technical rigor for state CTE programs. The curriculum products that are going through the new process are identifying potential technical assessments and requiring work-based learning experiences as recommended by the *Arizona Career Technical Education Delivery System Project Report.* All finished program curriculum frameworks and updates are located on the Arizona Tech Prep website. Professional development activities for information management and state-of-the-art CTE programs will continue. A second Promoting Academic Standards and Skills (PASS) project has been implemented to continue the teacher training of academic standards integration into the CTE curriculum. Activities involving industry partners in these program areas are also included as well as recommendations from the industry partners for continuous industry alignment in CTE curriculum.

Providing high technology field – Arizona implemented a new CTE Program List in 2003, reducing the number of state-supported programs to 32. The list was further reduced to 30 programs in 2004. Five programs now incorporate previously separate

occupations into broader program definitions. Two new programs have been added to the list, including Business Information Technology Services (BITS), which has replaced the "Help Desk" option with "Web Development.". Industrial Manufacturing is to be added in 2006. All programs will require industry-validated assessments. The SEA is using new methodology to procure contractual services to provide new curriculum and assessment tools more efficiently. The new Allied Health curriculum includes a new Medical Imaging option for secondary students.

Professional development programs – The need for professional development activities will increase. There is increasing demand for strategies to improve programs on each of the sub indicators. Likewise, there is a need to support accurate and timely reporting.

Revised and improved state curriculum design practices emphasize increased program rigor, alignment with academic standards, and valid methods of assessing student performance. All CTE programs will add the alignment of the Science standards to all curriculum products to be completed during the school year 2004-05.

Additional resources, including a fulltime CTE professional development specialist and a fulltime curriculum specialist have been added to SEA staff. The curriculum specialist, in addition to updating all CTE program products, also is implementing a revalidation process for CTE programs, realigning Arizona academic standards to all program competencies, and has updated the work-based learning resource guide. Given future budgetary needs, continuous program improvement and consistent industry update processes will need to utilize an electronic process of collaboration.

Providing preparation for nontraditional training and employment –
The University of Arizona/PHASE (Project for Homemakers in Arizona Seeking Employment) program provided professional development to CTE teachers and local directors, counselors and students throughout the state.
They were able to provide resources and training to 2,891 students, 638 educators and 15 parents by conducting 86 Class Presentations and 33 Workshops during FY2004.

The university developed and maintained a nontraditional Website to provide all CTE educators with resources. They communicated with counselors and CTE Directors via email, providing them with information on special events, training and resources that were available to them during the year.

A major emphasis this fiscal year was placed on building partnerships with Arizona higher education institutions. The University of Arizona has worked on joint projects and provided outreach to the following programs: UA Women and Science and Engineering (WISE) high school mentoring program, Expanding Your Horizons conference, DeVry's "Her World" Program, UA National Science Foundation Summer Math/Science Teacher Institute, Construction Days event, Central Arizona College ADOT Pre-Apprenticeship program, and Pima Community College Progress program. Presentations and information have been provided to Arizona community college occupational deans, as well as to other entities to plan on coordinating nontraditional efforts in the future.

Core Indicator 1S1 – Arizona has returned to using state standards tests for 1S1 measurement. The state was able to match 81.49% of the concentrator records to their reading test scores, 80.97% to their writing test scores. CTE has discovered gaps in the state's testing database that originate from inaccurate, incomplete, or blank fields on student test answer sheets submitted from the districts. These gaps prevent CTE from matching concentrator records with their test scores. Further increasing the percentage of matched CTE concentrator and test scores will depend upon districts' willingness to clean up their data on the student answer sheets.

Data quality reviews – Data for 2004 still underreports concentrators and over reports graduates because LEAs lose track of students who complete their CTE experience prior to their senior year. The SEA has modified the concentrator reporting system to allow reporting of students still-enrolled in grades 9-12 as they reach the concentrator status. These still-enrolled students are excluded from the annual performance data totals.

If the SEA successfully implements the statewide Student Accountability Information System (SAIS), a student-level reporting system, the SEA can identify when a student leaves secondary education and return these names to the CTE administrators to review for determining if they are CTE concentrators. This is expected to improve the accuracy in reporting the state's concentrator population beginning in 2005. The SEA will require a student's SAIS identifier to be included as a field on the 2005 concentrator record.

Arizona has continued to provide additional and focused technical assistance to districts that did not identify special populations at all in their Performance Measures and to districts that could not document the identification of, and delivery of services to, students in need of support. Perhaps the federal monitoring visit can provide guidance on leverage or strategies to initiate and sustain change in these districts where administrative turnover is high.

The SEA must also verify placement information and continues to hope for the administrative exchange of secondary records between both the postsecondary and employment sectors. New FERPA guidance last year created difficulties that have not been overcome to date, although the state is investing in a pilot program to compare secondary and postsecondary data as a means to identify postsecondary Tech Prep participants.

d. Implications for next fiscal year/State Plan – Postsecondary

The postsecondary state plan will continue to focus on data quality, program improvement and training. With new ADE staff in place, increased leadership and monitoring is possible. In the next year ADE staff will:

- Continue to improve linkages between secondary and postsecondary institutions.
- Continue defining the postsecondary CTE programs.

- Evaluate the effectiveness of current data gathering and processing of performance measure data. Develop and execute a plan for more efficient and accurate use of postsecondary student data.

- Work with community college institutional research staff to develop a method of capturing data for students attending community colleges solely for the purpose of high technology skill attainment without certificate or degree completion.

- Develop an electronic student data-matching prototype of more accurate identification of Tech Prep students having transitioned to postsecondary institutions.

- Implement a new statewide method of documenting Tech Prep articulation agreements. Develop strategic plan for greater student access to articulation information.

- Continue to pursue a data-sharing MOU with Arizona Department of Economic Security for UI employment data. Provide employment statistics to community colleges.

- Increase site visits and linkages with community colleges for the purpose of improving communication regarding the Carl Perkins basic grant and accountability.

- Evaluate current process for performance measure improvement utilized by community colleges and work with colleges to refine and expand program improvement.

- Continue to address issues of academic attainment at the postsecondary level. Work with community college personnel to refine process for further integration of academics into CTE courses.

- Develop a plan for quarterly meetings with Carl Perkins administrators, community colleges occupational deans and ADE staff for the purpose of increasing collaboration on performance measure improvement.

- Develop a formal process for attaining constituent input on future state plans and performance measures for the reauthorization of Carl Perkins legislation.

IV. Program Performance

Performance Accountability - Core Indicators [Section 113]
Special Populations [Section 122(c) (7), (8), (13), (17), (18)]
Tech Prep [Sections 204(c) and 205]
Fiscal Requirements [Sections 122(c)(10) and (11); and 122(c) (4) (A) and (B)]

a. State Performance Summary

Describe the state's performance results compared to negotiated performance levels and comparable performance results including special populations and Tech Prep. Describe reasons for not meeting levels for each core sub indicator where the state did not meet the negotiated levels. Also, describe major challenges or reasons for special populations not reaching performance levels of all vocational concentrators for all applicable core sub indicators.

See Table 5 on page 39.

Table 5. Secondary Performance Summary Table

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
1S1 Academic Attainment writing	62.11%	72.66%	Individuals with Disabilities (27.33%), Single Parents (36.36%), and Other Barriers (55.25%) did not meet the measure.	73.07%	The overall state performance met the expected level. Specific special populations' groups may not yet be at the expected level due to one or more of the following: 1. The high stakes state measurement of academic performance as a requirement for graduation does not apply until 2006. Students graduating in 2004 were not held accountable for taking the state test or achieving state standards. 2. Two of the state's largest districts are unable to identify special populations' concentrators at this time for technical reasons within their own MIS/IT systems. This has an impact of unknown size on the state's totals for special

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					populations' concentrators. 3. The state was able to match 80.97% of concentrator records to their state standards writing test scores. CTE has discovered gaps in the state's standards testing database. The errors originate from inaccurate, incomplete, or blank fields on student answer sheets submitted from the districts in all years including 2004. These gaps prevent CTE from matching concentrator records with their test scores. Further increasing the percentage of matched CTE concentrator records and test scores will be dependent upon districts' willingness to clean up their data on the student answer sheets. 4. 15% of districts whose concentrator data was reviewed did not report special populations'

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					concentrators at all in 2004, 60% of these districts reported no special populations' concentrators at all for the second year. An additional 16.66% of districts did not have any adequate IVEP documentation to support the special populations students reported and their records were edited to be non-special populations' concentrators (non-IVEP). 5. The 234 IVEP records overturned might have improved the performance results for one or more special populations' groups.
2S1 Completion	91.50%	98.03%	All groups exceed the measure. *Major challenges: Arizona has a significant share of ethnic and religious communities for which gender equity is not a community value. As a result, Arizona promotes improvement plans and technical assistance for districts*	98.08%	

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
			that do not meet the NT measures, but imposes no sanctions on programs.		
3S1 Placement	42.06 %	70.36%	All groups exceed using this measurement approach.	73.22%	
4S1 Participate Non-trad	20.87%	21.41%	Individual with Disabilities (12.10%), Economically Disadvantaged (14.20%), Other Barriers (16.33%), and Limited English Proficient (15.74%) did not meet the measure. *Major challenges: Arizona has a significant share of ethnic and religious communities for which gender equity is not a community value. As a result, Arizona promotes improvement plans and technical assistance for districts that do not meet the NT participation measure, but imposes no sanctions on programs.*	21.24%	State met the overall expected level of performance. Arizona collapsed its program list from 32 to 30 programs in 2004, down from 36 in 2002. Arizona designates all but nine of these 30 CTE programs as non-traditional (NT). Programs that do not have a NT designation increased enrollment by 11,737 in 2004; this is now 46.3% of the total program enrollment. Programs with a NT designation increased by only 1,367 in FY 2004.

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					There is improvement. 12 of the 21 NT programs have improved their NT participation performance in 2004, even though 7 of these have fewer enrollments than the previous year. 13 of the 21 NT programs are now at 10.43 per cent or more, which is halfway to the state's adjusted level of performance.
4S2 Skill Proficiency Non-trad	23.97%	20.56%	No groups met the measure. *Major challenges: Arizona has a significant share of ethnic and religious communities for which gender equity is not a community value. As a result, Arizona promotes improvement plans and technical assistance for districts that do not meet the NT participation measure, but imposes no sanctions on programs.*	20.54%	The state performance was 3.41% less than the expected level of performance; Arizona needed 210 more nontraditional completers to meet the expected performance level. Possible explanations for the low performance include: 1. A statewide review of local documentation found

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					1,805 missing or unacceptable records to support completer information reported to the SEA. Therefore, it is uncertain whether the state's performance results are truly below the expected level of performance or are impacted by remaining data quality issues. 27 of 46 (58.69%) programs where all completers were disallowed were NT programs. 2. Nearly all CTE curricula have been revised since 2002 to make them more academically and technically relevant. The new competencies are requiring more instruction to complete a longer set of industry-relevant competencies.
Additional			Individuals with Disabilities (27.79%),		The overall state

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
Measure For 1S1 Academic Attainment Reading	59.58%	65.89%	Single Parents (45.45%), Other Barriers (43.71%), LEP (38.83%)	66.53%	performance met the expected level. Specific special populations' groups may not yet be at the expected level due to one or more of the following: 1. The high stakes state measurement of academic performance as a requirement for graduation does not apply until 2006. Students graduating in 2004 were not held accountable for taking the state test or achieving the state standards. 2. Two of the state's largest districts are unable to identify special populations' concentrators at this time for technical reasons within their own MIS/IT systems. This has an impact of unknown size on the state's totals for special populations' concentrators. 3. The state was able to

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					match 81.49% of the concentrator records to their reading test scores. CTE has discovered gaps in the state's standards testing database. The errors originate from inaccurate, incomplete, or blank fields on student answer sheets submitted from the districts in all previous years including 2004. These gaps prevent CTE from matching concentrator records with their test scores. Further increasing the percentage of matched CTE concentrator records and test scores will be dependent upon districts' willingness to clean up their data on the student answer sheets. 4. 15% of districts whose concentrator data was reviewed did not report special populations' concentrators at all in 2004,

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					60% of these districts reported no special populations' concentrators at all for the second year. 5. An additional 16.66% of districts did not have any adequate IVEP documentation to support the special populations students reported and their records were edited to be non-special populations' concentrators (non-IVEP). 6. The 234 IVEP records overturned might have improved the performance results for one or more special populations' groups.

Table 6. Postsecondary Performance Summary Table

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
1P1 Academic Attainment	69.00%	92.04%	All Special Populations groups exceeded the Negotiated Level.	93.88%	
1P2 Vocational Skills	73.00%	94.83%	All Special Populations groups exceeded the Negotiated Level	94.90%	
2P1 Diploma/ Credential	20.00%	47.06%	All Special Populations groups exceeded the Negotiated Level except Native Hawaiian or Pacific Islander	29.34%	With only 4 students in this category, it was too small to draw a definitive conclusion.
3P1 Total Placement	62.66%	32.68%	All Special Populations groups fell below the Negotiated level due to the inconsistency and difficulty of obtaining UI and Military data. Two Community Colleges also failed to report any data for this Indicator. More data than in the past was received and improvement from 24.84% to 32.68% was realized.	41.00%	Data only represents students transferring/placed at other institutions of higher education. UI data continues to be difficult to obtain due to OVAE FERPA memos and other agencies concerns regarding student privacy. There is also no current means to collect military data at this time. The two colleges that failed to submit any data for this measure failed to understand how to collect this data. They

Core Sub-Indicator	Negotiated Level	State Performance for all Concentrators	Performance for Special Populations	Performance for Tech Prep	Reasons for State Performance Not Meeting Negotiated Level
					will have specific Perkins Grant objectives to address and accomplish this understanding.
3P2 Retention	62.66%	69.62%	All Special Populations exceeded the Negotiated level except American Indian or Alaska Native and Single Parents. Single Parent was too small of a population (1) to draw any conclusions. In is not clear why the American Indian subset did not meet the adjusted level of Performance.	82.93%	Each College's American Indian population will be analyzed for this performance measure in order to determine the appropriate action to take through the Perkins Grant objectives. Data only represents students transferring/placed at other institutions of higher education. UI data continues to be difficult to obtain due to OVAE FERPA memos and other agencies concerns regarding student privacy. There is also no current means to collect military data at this time. The two colleges that failed to submit any data for this measure failed to understand how to collect this data. They will have specific Perkins Grant objectives to address and accomplish this understanding.

4P1 Non-Trad Participation	22.51%	20.02%	Nearly all Special Populations groups failed the Negotiated Level.	21.76%	Displaced Homemakers is self-reported and is not understood well by students, thus the numbers remain low.
4P2 Non-Trad Completion	13.5%	17.94%	All Special Populations exceeded the Negotiated Level.	22.86%	

b. Definition of Vocational Concentrator and Tech Prep students

Provide a brief definition of vocational concentrator and Tech Prep student. Indicate whether this definition has changed from the previous program year.

Secondary Concentrator – a student who achieves two Carnegie units/credits in a single CTE program. One unit/credit must be in a Level III course.

Postsecondary Concentrator - New - student enrolled in the State threshold level of vocational education. Arizona defines the State threshold level of vocational education for postsecondary as:

- A minimum of seven vocational credit hours in the same vocational area prefix;
- A minimum of one state-designated course in English or math, technical/business English, technical math, integrated academic/occupational course at or above the 100 level, or demonstrated proficiency by assessment;
- Both of the above must be obtained within the five previous years including the reporting period.

Tech-Prep – Secondary and Postsecondary: an education program of study that combines at least two (2) years of a secondary Approved Career Technical Education Program, two years of postsecondary career education, and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary education agencies supervised by the Director of the approved local Consortium. (No change.)

Table 7. Arizona Tech Prep Student Count Matrix for use in reporting to ADE for final reports

Secondary		Postsecondary		
A student identified as a Tech Prep student in an approved secondary Tech Prep Program. Determined from the Arizona Department of Education VOCI-21 Report	Tech Prep Secondary Concentrator/ Completer with a grade of "C" or better. Determined from the Arizona Department of Education Concentrator/ Completer Reports	(State measure only) Postsecondary enrollment of secondary Tech Prep concentrators/ completers who have enrolled in a Community college in an Arizona consortia (Placement of students in college*)	Tech Prep postsecondary Student* at State Defined Threshold Level (concentrator) of at least 7 college credits in one occupational area prefix and have stopped program participation in the reporting year. Denominator Core Indicator #2 (2P1)	Tech Prep Postsecondary Completer (A postsecondary completer = a secondary Tech Prep concentrator/ completer who has become a postsecondary concentrator/completer and earned a two-year postsecondary certificate and/or degree Denominator Core Indicator #3 (3P1)

*A postsecondary Tech Prep student = a concentrator/completer from the secondary level of an approved Tech Prep program that has enrolled in a community college.

The postsecondary state threshold level of vocational education is defined as a minimum of seven vocational credit hours in the same vocational area prefix; and a minimum of one state designated course in English or math, or demonstrated proficiency by assessment; all within the previous five years including the reporting period.

The term "tech-prep program" means a program of study that combines at least two-years of secondary education (as determined under State Law) and two-years of postsecondary education in a non-duplicative sequential course of study. (p. 91—The Official Guide of the Perkins Act of 1998)

The Arizona Carl Perkins III Reporting Guide for the Postsecondary Performance Measures & Enrollment Reporting manual further clarifies items for the postsecondary institutions for reporting purposes. A "Tech Prep" program is a program of study that combines at least two-years of secondary education and two-years of postsecondary education in a non-duplicative sequential course of study. These students may be in dual or concurrent enrollment courses. They may receive transfer credit or immediately transcripted credit, or they may be successful completers in articulated programs based on the individual articulation agreements established within each consortium, receiving no college credit. It is not a requirement that a student receive college credit to be a Tech Prep student. They are identified, at the secondary level,

based on participation in an (secondary/postsecondary) articulated program and completion of established state criteria. This information is available to the Community colleges through their Tech Prep Consortium Director. This provides the basic cohort of students the Community college can track for reporting purposes, assisting colleges in identifying students who have not reported they were tech prep or did not immediately take courses at the postsecondary level.

Further clarification of these definitions:

Program Enrollment at the Secondary Level:
Participants: Students enrolled in a Tech Prep Program in high school. These are identified on the Arizona Department of Education VOCI-21 Report

Concentrator/Completers: Students who have successfully completed the state-established criteria for Tech Prep. The Arizona Department of Education Concentrator/Completer Report identifies these students

Program Enrollment at the Postsecondary Level:
Participants: Tech Prep Concentrators/Completers, from 2003 or prior, at the secondary level who have enrolled in a community college within a consortium.

Concentrators: Tech Prep participants who have reached the state defined threshold level. This total count is used by community colleges as the Denominator for Core Indicator (2P1)

Completers: Tech Prep postsecondary concentrators who have completed, or are eligible to complete, a postsecondary degree, certificate or credential or industry validated certificate or credential. This total count is also used by community colleges for the denominator for Core Indicator (3P1)

c. Measurement Approaches and Data Quality Improvement
Indicate the measurement approach(s) used for each of the sub indicators. Indicate your state's assessment of the quality of the data using the indicated approaches and list the state activities to improve data quality.

Sub indicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
1S1	1. State Academic Standards and Assessment System Measuring Writing (AZ is returning to this approach; formerly OVAE wanted reading and writing reported as combined totals. At	**Numerator** - Number of CTE program concentrators who leave secondary education in the reporting year, that meet or exceed all the state writing standards, as assessed by the Arizona Instrument to	Meets quality criteria	The number of students who take the tests seriously for reading, writing and math should increase as the results count toward student outcomes e.g. graduation in 2006. Improve the capacity to match concentrator names to most recent test scores for

Sub indicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
	OVAE's direction, now they have been split apart and reading is reported separately as an additional measure.)	Measure Standards (AIMS) test. **Denominator**: Number of CTE program concentrators who leave secondary education in the reporting year, and take the writing standard, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.		students who move from one district to another by requiring state-assigned student ID number on both concentrator and test records. AZ is collecting and analyzing math scores; they will become required tests in 2006. Create report to notify districts when their state test data have errors that prevent matching with CTE concentrator records
1S2	4. Vocational/Technical Course Completion	**Numerator**: Number of program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies. Denominator**:** Number of concentrators who leave secondary education in the reporting year.	Does not meet quality criteria	207/1405 programs (15%) reporting enrollment for 2004 reported zero concentrators. Pilot test the process for new state validation panels to review and recommend or deny endorsing state assessments. Process will use the Rigor/Relevance framework from the Center for Leadership in Education. Continue reviewing and adopting new state assessments and curriculum. There will be 25 program curricula completed by the end of 2004. They all are publicized and available through the ArizonaTech Prep website. The Design teams for the curriculum products have been significantly improved with greater industry participation reflecting all of Arizona. Additional external reviews are completed on each final curriculum update to validate the program content from a national perspective. By aligning national standards to each program area, technical assessments are researched to address all or part of the

Sub indicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
				program. Professional development activities are available to all CTE teachers to appropriately implement the newly updated academic and technical content of the curriculum products as they are completed.
2S1	1. State/Local Administrative Data	**Numerator**: Number of program concentrators who receive a secondary school diploma in the reporting year and left school. **Denominator**: Number of program concentrators who leave secondary education in the reporting year.	Meets quality criteria	Increase reporting of all concentrators who leave secondary education before graduation. Create reports from state's SAIS system identifying secondary leavers with W3, W4 and W5 withdrawal codes for dropouts, expulsions, absences/reason unknown. Send reports to LEAs and ask CTE administrators to check transcripts to verify CTE concentrators. SEA will check random records during data quality reviews to verify LEAs reviewed transcripts. State concentrator database now allows districts to identify concentrators in grades 9-12 who are still enrolled in school. The database will then hold the records until such time as the student leaves school. This will replace having districts rely on their 12th grade graduation lists to identify concentrators who leave school. Districts could use this list to match names against the withdrawal list provided by the SEA. Continue requiring districts to produce a list of concentrators who left for eligible reasons other than graduation to verify the SEA and LEA concentrator names and calculate error rates.

Sub indicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
2S2	AZ has only a secondary diploma.			
3S1	1. State Developed Surveys/Placement Forms	**Numerator**: Number of program completers who graduated in the previous year and were placed in postsecondary education, advanced training, military service or employment in the reporting year. **Denominator**: Number of program completers who graduated last year.	Does not meet quality criteria	Verify contact information. Explore capacity of CTE to match information with SAIS data on file for the student. Verify placement survey results. 399/1405 (28%) programs reporting enrollment for 2004 reported zero placements. Investigate shared administrative record exchange between secondary, postsecondary, and UI wage records. An MOU was signed between secondary and postsecondary systems before the state legislature dissolved the Community college State Board, making it impossible to implement. Any exchange would now require a separate MOU with each of 22 colleges or districts. FERPA guidelines in 2003 have made it very difficult to import/export administrative record data between DOL, Adult Ed, and CTE partners. Postsecondary was not able to get their data run, even though they had an agreement last year.
4S1	1. State/Local Administrative Data	**Numerator**: Number of non-traditional male and non-traditional female students enrolled in non-traditional Level III VTE courses in the reporting year. **Denominator**: Number of students enrolled in the non-traditional Level III VTE courses in the reporting year.	Meets quality criteria	Calculate substantial improvement for 2005. CTE has contracted with the University of Arizona/PHASE program to provide nontraditional resources and training to *all* schools in Arizona. They are collaborating with other universities, community colleges, and business and industry partners to provide students with nontraditional activities and experiences

Sub indicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
				throughout the state. They will continue to provide technical support, resources and training to the districts, upon request, at workshops and through their website. Research additional evidence-based interventions to improve nontraditional recruitment. Consider requiring evidence-based interventions in targeted nontraditional programs.
4S2	1. State/Local Administrative Data	**Numerator**: Number of non-trad program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies. **Denominator**: Number of students completing a non-traditional VTE program in the reporting year.	Does not meet quality criteria	Retain full-time Curriculum specialist and continue reviewing and adopting new curriculum and state assessments. Of the programs on the CTE Program List, four remain to be updated in FY 2005. Industrial Manufacturing is expected to be added to the CTE Program list (FY2006). CTE has contracted with the University of Arizona/PHASE program to provide nontraditional resources and training to *all* schools in Arizona. They are collaborating with other universities, community colleges, and business and industry partners to provide students with nontraditional activities and experiences throughout the state. They will continue to provide technical support, resources and training to the districts, upon request, at workshops and through their website. Revalidation will be an ongoing process that is completed by electronic collaboration of stakeholder teams. Results and updates will be communicated on the Arizona Tech Prep website.

Sub indicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
				By continuing to get industry input, the SEA assures alignment with the *Arizona Career Technical Education Delivery System Project Report* recommendations that address industry-determined competencies, national career clusters, and spanning grade levels into postsecondary studies.
Additional Measure 1S1	1. State Academic Standards and Assessment System Measuring Reading (AZ is returning to this approach; formerly OVAE wanted reading and writing reported as combined totals. At OVAE's direction, now they have been split apart and reading is reported separately as an additional measure.)	**Numerator** - Number of CTE program concentrators who leave secondary education in the reporting year, that meet or exceed all the state reading standards, as assessed by the Arizona Instrument to Measure Standards (AIMS) test. **Denominator**: Number of CTE program concentrators who leave secondary education in the reporting year, and take the reading standard, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.	Meets quality criteria	The number of students who take the tests seriously for reading, writing and math should increase as the results count toward student outcomes e.g. graduation in 2006. CTE SEA seeks to improve the capacity to match concentrator names to most recent test scores for students who move from one district to another by requiring state-assigned student ID number on both concentrator and test records. AZ is collecting and analyzing math scores; math will be required test for graduation in 2006. Create new report to notify districts when their state test data has errors that prevent matching with CTE concentrator records

Briefly describe these state efforts to improve data quality, especially for sub indicators with low quality ratings.

To improve 1S1 and Additional Measure – The State Standards staff does not report back to districts regarding poor quality data submitted. CTE is preparing new reports that will share state standards data quality issues with local districts through their CTE administrators in an attempt to get the district's cooperation in editing the data for higher accuracy. The CTE concentrator record will require the state-assigned student ID number allowing verification of personal demographic information and improved matching to state test scores.

To improve 1S2 and 4S2 – All districts' error rates are reviewed. Those with an error rate greater than 10% are targeted for on-site technical assistance prior to the July 1 reporting deadline. Data is reviewed after submission and districts with data anomalies are targeted for an on-site visit to investigate anomalies and verify documentation that supports data included on concentrator reports. An interview protocol reviews records from all local programs, investigates local data collection, and reviews reporting practices. The protocol verifies each district:

- Has documentation to support the concentrator and completer information reported to ADE, including attainment of 80 per cent of the program competencies; and
- Applied the correct definitions of who is to be included in Performance Measures reports.

Arizona published guidelines communicating the state's intention to transition to state-endorsed CTE assessments. Guidelines are published for documenting student attainment in the absence of a state-adopted assessment. This aligns with the recommendation from the *Arizona Career Technical Education Delivery System Project Report* that states: Institute a system of technical assessments for CTE. A 2005 pilot project in underway to validate secondary assessments for:

- Workplace Skills (shared by all programs)
- Culinary Arts
- Construction Technology
- Automotive Technology and
- Business Management and Administrative Services.

To improve 2S1: Since February 2002**,** the state concentrator database allows districts to identify concentrators in grades 9-12 who are still enrolled in school. The database then holds the records until the student leaves secondary education. This is designed to replace reliance on 12th grade graduation lists to identify concentrators who leave school.

The state modified the state concentrator database to create an electronic check against the LEA active program list to identify programs that have no records, prompting the LEA to either enter missing records or file a "zero" notification as appropriate to satisfy the reporting requirement.

The state modified the state concentrator database to allow more visibility for concentrator characteristics, such as IVEP status, Tech Prep status, federal or state record identifier, and allows the reader to see or to hide names of concentrators still enrolled. The SEA added a feature that allows the list of concentrators to be sorted by program CIP or student name, making it possible to look for duplicate records more efficiently.

In the event the student is a concentrator in more than one program, the district can select the program of record for the federal performance report, designating other concentrator duplicates as state records to be used in state placement funding.

To improve 3S1 – Arizona is still aiming to develop a process to verify student contact information listed on placement surveys. However, the state believes the most accurate information will come from the exchange of administrative records between secondary LEAs and the postsecondary institutions and/or the Unemployment Insurance wage records. This method has been hampered by the FERPA guidance of 2003. The state has funded a Tech Prep project to create a program that will allow community colleges to identify Tech Prep records from their secondary concentrator lists submitted by member LEAs. This same program will make it possible to verify community college placements reported by LEAs.

Arizona executed an MOU as outlined in the Program Memorandum "The Family Educational Rights and Privacy Act and the Use of State Unemployment Insurance Wage Records to Report on Performance under the Carl D. Perkins Vocational and Technical Education Act and the Adult Education and Family Literacy Act." Unfortunately, the state legislature's dissolution of the State Community College Board prevented implementation of the MOU. Work continues in this area, contingent upon overcoming the 2003 FERPA guidance and the problems of negotiating individually with each college campus.

To improve 4S1 – Arizona implemented a web-based enrollment reporting system aligned with the electronic course sequences as part of the Basic Grant application and both are part of the performance measures on-line system.

Measurement Approaches and Data Quality Improvement -
Postsecondary
Indicate the measurement approach(s) used for each of the sub indicators. Indicate your state's assessment of the quality of the data using the indicated approaches and list the state activities to improve data quality.

Subindicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
1P1	Academic Course Completion	**Numerator**: Number of vocational program adult learners who (1) achieve the state defined threshold level of course taking; (2) attain a "C" or better in all state designated academic courses; and (3) have stopped program participation in the reporting year. (Uses new concentrator threshold definition) **Denominator** Number of vocational program adult learners who (1) achieve the state defined threshold level of course taking; and (2) stopped program participation in the reporting year. (Uses new concentrator threshold definition)	Meets quality criteria	Statewide policies and systems have been established to ensure that assessment systems used by all institutions are directly aligned to program academic content standards for English and math. Additional refinement of academic integration into CTE courses is needed.
1P2	Occupational Technical Course	**Numerator**: Number of vocational program adult learners who (1) achieve the state-defined threshold level of course taking; (2)	Meets quality criteria	Statewide policies and systems continue to be refined to ensure that assessment systems used by all institutions are directly aligned to program-defined, industry-validated content standards. These statewide policies and

Subindicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
		have met program-defined and industry-validated occupational skills standards in all occupational courses with a "C" or better; and (3) have stopped program participation in the reporting year. **Denominator** Number vocational program adult learners who (1) achieve the state defined threshold level of course taking and (2) have stopped program participation in the reporting year.		systems need to be established in cooperation with industry and other postsecondary partners.
2P1	State/Local Administrative Data	**Numerator:** Number of vocational program adult learners who (1) earned 18 credits within a program cluster and left postsecondary education in the reporting year, or (2) received a postsecondary degree, certificate, or credential and left the postsecondary program in the reporting year (Uses new concentrator threshold definition) **Denominator:** Number of vocational program adult	Meets quality criteria	Additional work is needed to track industry validated certificates. There is a deceptively low completion rate for AAS degrees. Better processes are needed for tracking student course taking behaviors and degree requirement completion.

Subindicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
		learners who achieved the state-defined threshold level and leave a postsecondary program in the reporting year.		
3P1 (a) Further postsecondary education or advanced training (b) Employment/Military	Data Warehouse ASSIST UI wage records (DES)	**Numerator**: Number of vocational program adult learners who: (1) completed a program in the previous reporting year; and (2) were placed in further postsecondary education, employment, and/or military service within three months after stopping participation in the program. **Denominator**: Number of vocational program adult learners who (1) earned 18 credits within a program cluster and left postsecondary education in the previous reporting year, or (2) received a postsecondary degree, certificate, or credential and left the postsecondary program in the previous reporting year. (Uses new concentrator threshold definition)	(a) Does Not Meet quality criteria (b) Does Not Meet quality criteria	(a) The ASSIST data statewide system from Arizona State University is able to collect the community college data beginning Fall 2001. Not all colleges participated due to data processing issues and new staff requiring training. Those not participating will need to address the problem in their Perkins Grant. (b) Shared administrative record exchange using UI Wage records for total community college system did not occur due to continued negotiations for data sharing MOU. UI, ASSIST and military data are maintained in separate systems. Consequently, at this time it is not possible to ascertain if data has been duplicated. Therefore, it must be assumed it is a duplicated count. Need a national system for employment and military data collection.

Subindicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
3P2 (a) Further postsecondary education or advanced training (b) Employment/ Military	Data Warehouse ASSIST UI wage records (DES)	**Numerator**: Number of vocational program adult learners who: (1) completed a program in the reporting year; and (2) were placed in further postsecondary education, employment, and/or military service within three months after stopping participation in the program. **Denominator**: Number of vocational program adult learners who completed a postsecondary program in the reporting year.	(c) Does Not Meet quality criteria (d) Does Not Meet quality criteria	(c) The ASSIST data statewide system from Arizona State University is able to collect the community college data beginning Fall 2001. Not all colleges participated due to data processing issues and new staff requiring training. Those not participating will need to address the problem in their Perkins Grant. (d) Shared administrative record exchange using UI Wage records for total community college system did not occur due to continued negotiations for data sharing MOU. UI, ASSIST and military data are maintained in separate systems. Consequently, at this time it is not possible to ascertain if data has been duplicated. Therefore, it must be assumed it is a duplicated count. Need a national system for employment and military data collection.
4P1	Participation in Postsecondary Nontraditional Programs	**Numerator**: Number of males in female dominated occupations and number of females in male dominated occupations participating in non-traditional programs in the reporting year. **Denominator**: Number of adult learners who participated in non-traditional programs in the reporting year.	Meets quality criteria	Colleges currently employ several methods to increase non-traditional participation. Major strategies include: professional development for faculty, targeted marketing efforts, and development of new programs.

Subindicator	Measurement Approach	Numerator/ Denominator	Quality of Data	Activities to Improve
4P2	Completion of Postsecondary Nontraditional Programs	**Numerator**: Number of males in female dominated occupations and number of females in male dominated occupations completing non-traditional programs in the reporting year. **Denominator**: Number of adult learners who completed non-traditional programs in the reporting year.	Meets quality criteria	Colleges currently provided targeted services to support nontraditional student completion. Individual institutions monitor the needs of their nontraditional populations and respond as needed

Briefly describe these state efforts to improve data quality, especially for sub indicators with low quality ratings.

The only significant problem area for data quality was for Core Indicator 3P1 and 3P2, student placement and retention. In the past, Arizona executed an MOU as outlined in the Program Memorandum "The Family Educational Rights and Privacy Act and the Use of State Unemployment Insurance Wage Records to Report on Performance under the Carl D. Perkins Vocational and Technical Education Act and the Adult Education and Family Literacy Act." This year however, UI data was unavailable. Recent rulings and interpretations regarding data sharing limits imposed by the Family Educational Rights and Privacy Act (FERPA) voided previously existing memoranda of understanding (MOU). ADE is currently in the process of requesting data sharing with the Arizona Department of Economic Security. Though the process began in July 2003, to date, little progress has been made toward this agreement. ADE will continue to pursue this information for use in program accountability, program improvement and strategic planning.

Also affecting CI 3P1 and 3P2 was the inability of two of the participating colleges to submit any data for these Indicators. Specific performance objectives will be written as a part of these two colleges Perkins grants in order to assure they address fixing the data collection problem.

UI, ASSIST and military data are maintained in separate systems. Consequently, at this time it is not possible to ascertain if data has been

duplicated. Therefore, it must be assumed it is a duplicated count. Work is needed to allow for an unduplicated count.

d. Measurement Approaches and Data Quality Improvement – Postsecondary

The cohort for reporting 1P1, 1P2 and 2P1 are leavers who were enrolled during 2003-2004 and met the state criteria of seven or more credits enrolled in one vocational discipline and enrollment in either collegiate level English or Math (placement test scores may be used in place of enrollment if the scores indicate collegiate level). The outcome measure for 1P1 was overall GPA with the criteria of 2.00. Occupational skill attainment was based on GPA for occupational/vocational courses. Performance Measure 2 compares completions (certificates and degrees) with the cohort of leavers. Additional work is needed to track industry validated certificates. There is a common understanding amongst postsecondary CTE administrators at the state and community college level that the completion rates reported under represent actual student success. This is because this measure is tied to certificate and associate degree completion rather than successful attainment of marketable high technology skills. The definition of the cohort is under review as to whether it should be leavers or vocational enrollment.

Four major events impacted postsecondary data collection:

- Ten months of work time for the new ADE Postsecondary team was missed due to vacancy. Most of that time was for the data specialist.
- UI data was unavailable. Recent rulings and interpretations regarding data sharing limits imposed by the Family Educational Rights and Privacy Act (FERPA) voided previously existing memoranda of understanding (MOU). ADE is currently in the process of requesting data sharing with the Arizona Department of Economic Security. Though the process began in July 2003, to date, little progress has been made toward this agreement.
- Staff turnover in both Institutional Research and Occupational Administrators has impacted many of Arizona's 10 community college districts.
- Some Institutional Research and Occupational Administrators still are resisting the change to the exact definitions that ADE has negotiated and provided for the postsecondary use.

e. Effectiveness of Improvement Strategies in Previous Program Year

Summarize the planned improvement strategies for each sub indicator. Provide a brief narrative on these strategies. The brief narrative should address the following major questions as they relate to the approved state plan activities.

- *What activities were completed?*
- *To what extent did the planned expenditures impact and support these activities?*
- *What results were achieved from these activities for all students or targeted populations?*
- *What were the impacts (or are the expected impacts) on the core sub indicator for all students or targeted populations?*
- *What are the implications for planning or revising improvement strategies for next program year?*

Secondary

State Board Activities

Date	Activity
July 2003	State CTE Advisory Committee act on report from Ad Hoc committee, presentations at Summer CTE Conference
August 2003	Request for additional input on Recommendations #1, #3, #4 and #5 sent to CTE teacher professional organizations
September 2003	Additional input from educational community received at ADE and mailed to Ad Hoc Committee
October 2003	State CTE Advisory Committee meets to approve vision and mission and work to date on recommendations Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential. Mission: Prepare Arizona students for workforce success and continuous learning.
November 2003	ADE present research report and recommendations to Joint Legislative Study Committee
December 2003	Report due on HB 2001 Joint Legislative Study Committee on Vocational Technological Education
February 2004	State Board of Education reviewed and accepted work to date and support continued work by the State CTE Advisory Committee State Board of Education to consider letter to Board of Regents Joint Legislative Study Committee on Vocational Technological Education completes report
May 2004	State CTE Advisory approve core values and review Action Plans related to Recommendations #3 and #4 and provide direction on continued work on remaining recommendations

	Community focus group
June 2004	State CTE Advisory Subcommittee creates draft visual for new delivery system and propose funding guidelines Create comparison between Perkins reauthorization and Research Report to identify commonalities
July 2004	State CTE Advisory approves **Goal Institute a system of technical assessments for Career and Technical Education** *Objective 3.1* ***By school year 2007-2008, provide flexibility in choosing assessment options for all Career and Technical Education programs by endorsing state industry-validated written and/or performance assessments.*** *Objective 3.2* ***Annually, seek financial support for implementation of technical assessments.*** *Objective 3.3* ***By school year 2007-2008, provide pre-service and in-service training to Career and Technical Education teachers and administrators to implement technical assessments.***
October 2004	**Goal Implement a new delivery system for Career and Technical Education reflecting commitment to rigor and relevance** *Objective 2.1* ***By school year 2007-2008, implement a comprehensive career development system that includes career awareness in grades K-6, career exploration in grades 7-9 and career preparation in grade 10 through postsecondary.*** *Objective 2.2* ***By school year 2007-2008, develop a Career and Technical Education delivery system that allows flexibility 1) to offer multiple exit points when each exit point leads to workplace skill standards or a job; 2) for districts to determine how to sequence courses that deliver the industry validated state program competencies; and 3) to create Career and Technical Education classes that are eligible for weighted credit e.g. advanced placement course weight.*** *Objective 2.3* ***By school year 2007-2008, create quality options to initiate a Career and Technical Education delivery system requiring significant rigor and relevance as measured by CTE concentrators passing state identified technical assessments or alternative until such time as technical assessments are available in a single program area.***

Arizona has recreated its secondary accountability system for Perkins III. Efforts to date have emphasized the creation of comparable operational definitions and measures for local programs. Implementations of new definitions since 2003 include substantial improvement and sufficient size; both definitions have been used to close some low-performing programs since 2003.

Arizona secondary does not meet 4S2, which may be related to Arizona barely exceeding the related 1S2 measure by 0.99% in 2004. The amount of improvement needed to meet the measure is small. Arizona's significant ethnic and religious communities for which gender equity is not a community value continue to impact the 4S2 results.

Considerable effort to align Arizona's state funding to federal Performance Measures occurred in FY 2000, culminating in the State Board adopting 20 recommendations. The SEA's continued efforts to implement the required changes are seriously hampered by an absence of leadership promoting the legislative changes needed to modify the state block grant distribution formula to align with Perkins Performance Measures:

- Implemented an increase in the placement portion of the state block grant funds to 25%.
- The addition of an academic attainment portion at 15% will not be done due to the economy;
- The addition of a work-based Participation portion at 15% will not be done due to the economy;
- The addition of a vocational proficiency portion at 25% will not be done due to the economy; and
- Reducing the enrollment portion to 20% will not be done at this time.

Significant curriculum review is nearly completed. State assessment adoption processes are underway with a 2005 pilot project to validate secondary assessments for workplace skills common to all CTE programs, as well as four CTE programs.

There are four remaining CTE programs that will be completed in the new adoption process that supports the CTE Delivery System recommendations of industry determined competencies, reflecting the national career clusters, and spanning grade levels into postsecondary studies. Project directors must research "best practices' and industry recognized assessments for each new CTE program framework.

Information Dissemination and Data Collection (All Subindicators)

Arizona's 2004 secondary priorities were:

- The continued implementation of the state's new accountability system including using performance results reports to identify where required program improvements are needed;
- Using substantial improvement definitions and zero performance history, attempt move low-performing programs out of the state accountability system to be supported with local funds only, unless there is compelling evidence of their capacity to contribute to the state's performance measures. The compelling evidence is captured in a new formal Exemption Request process.
- Building the electronic capacity to identify a planned coherent sequence of courses within a program listed in the LEA Basic Grant application compared with the actual coherent sequence submitted on annual enrollment reports.
- Refining the Notification of Intent (NOI) process to identify birth dates and sunset dates for LEA programs to document entry and/or exit from the state's accountability system;
- The creation of a Program Profile Table to identify local programs currently Active in the state's accountability system and those that are currently Inactive.
- The creation of a "bank" of evidence-based improvement strategies LEAs can choose to include as part of their Basic Grant objectives if their program has been designated with a "provisional exemption approve," or a "Program in Review" due to low performance;
- Calculation and use of substantial improvement formulas for each of the performance measures;
- Improving the on-line system for LEA applications for Basic Grants;
- The dissemination of the draft assessment resource table listing potential assessment options for each Arizona CTE program emerging during curriculum revisions;
- The dissemination of the draft goals for the new Arizona technical assessment system;
- Continued refinement of the electronic enrollment reporting system;
- The continued dissemination of Perkins information for the state's new Performance Measures; and
- The continuing process of reporting/collecting timely, accurate and reliable data.

Now that the SEA has initiated a sufficient size guideline, programs with no enrollment can be unapproved and removed from the state's accountability system. Programs that are "sunset" for insufficient size or that do not

participate in the reporting may cause the difference in the percentage of programs with enrollment and the percentage reporting concentrators or placements. In some cases the SEA allows a program to report concentrators the year the program is closed and the SEA will collect placement information the following year. 21% of districts reported 2004 concentrators without reporting 2004 enrollment and 25% of districts reported placements with no 2004 enrollment.

Table 8. Final Comparison of Programs Reporting Performance Data

Final Program Reporting After Data Review	2003		2004	
Programs Reported Enrollment	1409	100%	1405	100%
Programs Reported Concentrators	1266	90%	1198	85%
Programs Reported Placements	1103	78%	1006	72%
Reported Both Concentrators and Placements	953	68%	1002	71%
Programs Reported Zero Concentrators	169	12%	207	15%
Programs Reported Zero Placements	404	29%	399	28%

The number of programs reporting enrollment decreased by 4, after increasing by 73 in 2003. The number of programs reporting concentrators decreased by 68 after increasing by 66 in 2003. The number of programs reporting zero concentrators increased by 38 after remaining around 170 for two years; the number of programs reporting zero placements decreased by 5. Proactive technical assistance and earlier data quality reviews appears to have helped increase the speed and number of districts submitting their missing reports. Districts with late concentrator reports submitted after August has dropped by two-thirds to 15%; late placement reports dropped by half.

Table 9. Secondary District Program Performance Measures Reporting Condition

District Secondary Program Reporting Condition	2003 Percentage	2004 Percentage
Reported concentrators but no enrollment	5%	21%
Reported placements but no enrollment	5%	25%
Failed to submit concentrator report by September although program had enrollment	47%	15%
Failed to submit a placement report by September although program had enrollment	57%	23%

Significant statewide efforts verified the accuracy of reported data. Inaccurate application of new definitions and the absence of acceptable student documentation resulted in added records, data edits, and deleted records. The state's compiled 2004 results are as accurate as possible after:

- Notifying districts of errors and allowing corrections to enrollment reports;
- Notifying districts of missing zero concentrator and/or zero placement reports and allowing late submissions;
- Reviewing a sample of concentrator records and allowing time for corrections;
- SEA verification that data edits identified during the data review were completed accurately; and
- SEA completion of missing data edits, in the event the LEA did not complete them.

Likewise, the aggregate information for special populations is as accurate as possible. Only student level information supported by appropriate local documentation of an eligible student in need of and receiving supportive services is included in the reported aggregates. Unfortunately, this is not all programs and districts.[1] Of the 114 LEAs submitting Performance Measures information, 15% had no documentation to support reported students ***and*** 15% reported no special population's categories at all. This is only slightly less than the previous year, when 32% of the LEAs had these errors or omissions.

[1] Arizona research during Perkins II showed that reporting special population students by membership in an eligible category created both an undue reporting burden on the local districts and inflated the success rate of special population students. *Most students eligible for services did not need them, but there was an enormous paper burden documenting this fact.* In addition, since most eligible students succeed without supportive services, districts could meet performance standards without identifying and serving students who failed. For these reasons, Arizona no longer identifies a special population student solely by membership in a group eligible for support services. Since 1992, Arizona reports a student in a special population category only if the student is both in need and receiving supportive services (i.e., requires an intervention(s) to succeed). This results in a performance calculation for students actually served using an unduplicated count.

Table 10. Secondary District Program
Special Populations Reporting Condition

Secondary District Reporting Condition	2003 Percentage	2004 Percentage
Reported no special populations	14%	15%
All special populations identifications were overturned because local documentation did not support the reported information	5%	9%
Some special populations identifications were overturned because local documentation did not support the reported information	40%	40%
Reported special populations accurately without any edits	41%	36%
Total	100%	100%

***Effectiveness of Improvement Strategies in Previous Program Year* - Postsecondary**

A systematic review of community college Basic Grant documentation was used to identify trends in program improvement for CTE programs in Arizona postsecondary institutions. Utilizing qualitative research methods, data were triangulated through the use of multiple documents. Community college basic grant applications, final reports and the Postsecondary Continuous Accountability Improvement Plan Summary Report were coded and analyzed for program improvement data.

Postsecondary data indicate that community colleges utilized a number of effective strategies to improve their programs in the last year. Each college reported multiple strategies in these areas; vocational skill attainment, academic attainment and non-traditional participation. A summary follows.

To improve vocational skill attainment:
100% reported formal curriculum reviews to improve vocational offerings
100% reported utilizing industry resources and standards in the improvement of their vocational offerings.
90% provided professional development opportunities for faculty to keep current in their field.

To improve academic attainment:
70% reviewed programs for 100 level English or math requirement
70% formally reviewed CTE classes to increase English or math integration
70% offered professional development opportunities on improving academic integration.

To improve non-traditional participation:
100% provide program support for targeted populations.
70% plan to or have developed new programs with the purpose of recruiting non-traditional students.
70% utilized marketing strategies aimed at increasing non-traditional participation.
80% provided training or professional development relating to non-traditional issues.

f. Improvement Strategies for Next Program Year - Secondary

Provide a brief narrative for each sub indicator on the proposed improvement strategies for the next program year. The narrative should be based on the State Performance.

- 1S1 - To improve academic attainment, the SEA will continue to align Arizona Academic Standards to the curriculum framework competencies/indicators. Professional Development activities for teachers will be provided to improve teachers' ability to effectively teach/support the standards within the CTE program. This project involves tracking identified teachers measuring their students' academic outcomes. Currently, Math, Reading and Writing are aligned. They have been reformatted and are currently being updated for easy interpretation/accessibility for teachers. Science standards will be aligned to CTE programs to be available by the 2005-06 school year. This supports the *Arizona Career Technical Education Delivery System Project Report* recommendations of integrating CTE into the mainstream of high school education in Arizona by strengthening the academic and technical rigor of CTE curriculum and instruction.
- 1S2 - To improve vocational attainment, the SEA is continuing to institute the new curriculum adoption process. The new process includes the extensive research for technical assessments for review and adoption of state assessment options for each CTE program. The language within the curriculum framework competencies has increased rigor, applying higher order thinking skills to support the *Arizona Career Technical Education Delivery System Project Report* recommendation of integrating CTE into the mainstream of high school education in Arizona by strengthening the academic and technical rigor of CTE curriculum and instruction.
- 2S1 – To improve graduation data, the SEA will continue reviewing data quality and continue with plans to incorporate student-level data reported to the new Student Accountability Information System (SAIS).
- 3S1 – To improve the placement rate, LEAs are authorized by the State Board to collect Social Security numbers on a voluntary basis beginning in 2001. The SEA increased the state portion of its CTE block grant for placement to 25%, providing additional incentive to place students.

- 4S1 & 4S2 – To improve nontraditional enrollment, the SEA continues to contract for professional development activities that help students experience and succeed in their nontraditional career choices. Required Basic Grant objectives derived from evidence-based strategies have been implemented for LEAs to identify barriers and provide appropriate support services to nontraditional students.

g. Improvement Strategies for Next Program Year –Postsecondary

In January 2005 the community colleges will receive state and individual college results from the CAR. Meetings will be planned with occupational administrators and ADE staff to plan improvement strategies FY 2005. Shared input will establish formal processes, which will be reported in next year's CAR. It is expected that by February 2005 the ADE postsecondary staff will be back to full staff and able to carry out technical assistance with the community colleges.

Summary (II a) and the Effectiveness of Improvement Strategies (II d) in the previous program years.

II. Program Performance - Postsecondary

In comparing the State Performance Summary from 2003 and 2004, Arizona's postsecondary exceeded negotiated performance levels for Core Indicators 1P1, 1P2, 2P1, and 4P2. Sufficient data was not available for accurate reporting of Core Indicators 3P1 and 3P2. It remains difficult to track students into the military or employment. Negotiations with DES will continue in order to improve this data. Reporting trends are consistently strong. While the numbers may not have increased significantly, the accuracy and reliability is substantially improved.

Enrollment Data

VOCATIONAL-TECHNICAL EDUCATION BASIC GRANT STUDENT ENROLLMENT REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	LEVEL	STUDENT POPULATION	Male	Female	Gender Unknown	GRAND TOTAL
			A	B	C	D
Row 1	BOTH POPULATIONS	**UNDUPLICATED GRAND TOTAL**	**83,996**	**82,300**	**496**	**166,792**
Row 2	SECONDARY	**UNDUPLICATED TOTAL**	40,650	33,604	0	**74,254**
Row 3		American Indian or Alaska Native	2,932	2,539	0	5,471
Row 4		Asian or Pacific Islander	865	715	0	1,580
Row 5		Black, non-Hispanic	1,666	1,627	0	3,293
Row 6		Hispanic	11,945	11,245	0	23,190
Row 7		White, non-Hispanic	23,242	17,478	0	40,720
Row 8		Unknown/Other	0	0	0	0
Row 9		**TOTAL RACE/ETHNICITY**	40,650	33,604	0	74,254
Row 10		Individuals With Disabilities	3,878	1,900	0	5,778
Row 11		Economically Disadvantaged	4,011	3,622	0	7,633
Row 12		Nontraditional Enrollees	845	7,688	0	8,533
Row 13		Single Parents	137	164	0	301
Row 14		Displaced Homemakers	0	0	0	0
Row 15		Other Educational Barriers	4,100	2,977	0	7,077
Row 16		Limited English Proficient	2,332	2,266	0	4,598
Row 18	POSTSECONDARY	**UNDUPLICATED TOTAL**	43,346	48,696	496	**92,538**
Row 19		American Indian or Alaska Native	1,479	2,595	21	4,095
Row 20		Asian or Pacific Islander	1,212	1,489	22	2,723
Row 21		Black, non-Hispanic	2,424	2,689	36	5,149
Row 22		Hispanic	9,140	11,189	110	20,439
Row 23		White, non-Hispanic	25,600	27,229	221	53,050
Row 24		Unknown/Other	3,491	3,505	86	7,082
Row 25		**TOTAL RACE/ETHNICITY**	43,346	48,696	496	92,538
Row 26		Individuals With Disabilities	305	406	0	711
Row 27		Economically Disadvantaged	7,251	14,734	101	22,086
Row 28		Nontraditional Enrollees	4,815	6,407	0	11,222
Row 29		Single Parents	5	166	1	172
Row 30		Displaced Homemakers	1	24	0	25
Row 31		Other Educational Barriers	3,027	4,907	83	8,017
Row 32		Limited English Proficient	823	1,482	27	2,332
Row 34	ADULT	**UNDUPLICATED TOTAL**	0	0	0	**0**
Row 35		American Indian or Alaska Native	0	0	0	0
Row 36		Asian or Pacific Islander	0	0	0	0
Row 37		Black, non-Hispanic	0	0	0	0
Row 38		Hispanic	0	0	0	0
Row 39		White, non-Hispanic	0	0	0	0
Row 40		Unknown/Other	0	0	0	0
Row 41		**TOTAL RACE/ETHNICITY**	0	0	0	0
Row 42		Individuals With Disabilities	0	0	0	0
Row 43		Economically Disadvantaged	0	0	0	0
Row 44		Nontraditional Enrollees	0	0	0	0
Row 45		Single Parents	0	0	0	0
Row 46		Displaced Homemakers	0	0	0	0
Row 47		Other Educational Barriers	0	0	0	0
Row 48		Limited English Proficient	0	0	0	0
Row 49	ADDITIONAL INFORMATION	**SECONDARY**				
Row 50		**POSTSECONDARY**	Central Arizona and Northland Pioneer Colleges supplied their gender data the week of January 24. Page was amended to include their information.			
Row 51		**ADULT**				

VOCATIONAL-TECHNICAL EDUCATION TECH PREP STUDENT ENROLLMENT REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	LEVEL	STUDENT POPULATION	Male	Female	Gender Unknown	GRAND TOTAL
			A	B	C	D
Row 1	BOTH POPULATIONS	**UNDUPLICATED GRAND TOTAL**	**27,457**	**22,047**	**72**	**49,576**
Row 2	SECONDARY	**UNDUPLICATED TOTAL**	25,506	19,955	0	**45,461**
Row 3		American Indian or Alaska Native	1,401	1,459	0	2,860
Row 4		Asian or Pacific Islander	573	432	0	1,005
Row 5		Black, non-Hispanic	952	806	0	1,758
Row 6		Hispanic	7,456	6,363	0	13,819
Row 7		White, non-Hispanic	15,124	10,895	0	26,019
Row 8		Unknown/Other	0	0	0	0
Row 9		**TOTAL RACE/ETHNICITY**	25,506	19,955	0	45,461
Row 10		Individuals With Disabilities	2,542	1,080	0	3,622
Row 11		Economically Disadvantaged	2,681	2,012	0	4,693
Row 12		Nontraditional Enrollees	522	4,674	0	5,196
Row 13		Single Parents	73	97	0	170
Row 14		Displaced Homemakers	0	0	0	0
Row 15		Other Educational Barriers	2,433	1,656	0	4,089
Row 16		Limited English Proficient	1,360	1,331	0	2,691
Row 18	POSTSECONDARY	**UNDUPLICATED TOTAL**	1,951	2,092	72	**4,115**
Row 19		American Indian or Alaska Native	110	139	13	262
Row 20		Asian or Pacific Islander	52	37	2	91
Row 21		Black, non-Hispanic	60	72	0	132
Row 22		Hispanic	491	757	16	1,264
Row 23		White, non-Hispanic	1,139	1,015	37	2,191
Row 24		Unknown/Other	99	72	4	175
Row 25		**TOTAL RACE/ETHNICITY**	1,951	2,092	72	4,115
Row 26		Individuals With Disabilities	15	11	0	26
Row 27		Economically Disadvantaged	301	450	5	756
Row 28		Nontraditional Enrollees	178	227	0	405
Row 29		Single Parents	0	4	0	4
Row 30		Displaced Homemakers	0	0	0	0
Row 31		Other Educational Barriers	238	313	4	555
Row 32		Limited English Proficient	20	25	0	45
Row 34	ADULT	**UNDUPLICATED TOTAL**	0	0	0	**0**
Row 35		American Indian or Alaska Native	0	0	0	0
Row 36		Asian or Pacific Islander	0	0	0	0
Row 37		Black, non-Hispanic	0	0	0	0
Row 38		Hispanic	0	0	0	0
Row 39		White, non-Hispanic	0	0	0	0
Row 40		Unknown/Other	0	0	0	0
Row 41		**TOTAL RACE/ETHNICITY**	0	0	0	0
Row 42		Individuals With Disabilities	0	0	0	0
Row 43		Economically Disadvantaged	0	0	0	0
Row 44		Nontraditional Enrollees	0	0	0	0
Row 45		Single Parents	0	0	0	0
Row 46		Displaced Homemakers	0	0	0	0
Row 47		Other Educational Barriers	0	0	0	0
Row 48		Limited English Proficient	0	0	0	0
Row 49	ADDITIONAL INFORMATION	**SECONDARY**				
Row 50		**POSTSECONDARY**	Two colleges, Central Arizona and Northland Pioneer, provided their gender totals the week of Jan 24. Page was amended to include their data.			
Row 51		**ADULT**				

Performance Data

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**ACADEMIC ATTAINMENT - SECONDARY (1S1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**SECONDARY**	**GRAND TOTAL**	**10,193**	**14,028**	**62.11%**	**72.66%**	**E**
2		Male	4,953	7,291		67.93%	
3		Female	5,240	6,737		77.78%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	659	1,120		58.84%	
6		Asian or Pacific Islander	233	295		78.98%	
7		Black, non-Hispanic	379	553		68.54%	
8		Hispanic	2,770	4,174		66.36%	
9		White, non Hispanic	6,152	7,893		77.94%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	167	611		27.33%	
12		Economically Disadvantaged	104	159		65.41%	
13		Single Parents	4	11		36.36%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	596	1,048		56.87%	
16		Limited English Proficient	337	610		55.25%	
17		Nontraditional Enrollees	1,292	1,617		79.90%	
18		**TECH PREP**	6,229	8,525		73.07%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**ACADEMIC ATTAINMENT - POSTSECONDARY (1P1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	POSTSECONDARY	**GRAND TOTAL**	**14,505**	**15,760**	**69.00%**	**92.04%**	**E**
2		Male	6,456	7,134		90.50%	
3		Female	7,995	8,556		93.44%	
4		Gender Unknown	54	70		77.14%	
5		American Indian or Alaska Native	1,030	1,155		89.18%	
6		Asian or Pacific Islander	389	421		92.40%	
7		Black, non-Hispanic	581	667		87.11%	
8		Hispanic	2,670	3,014		88.59%	
9		White, non Hispanic	9,133	9,757		93.60%	
10		Unknown/Other	699	746		93.70%	
11		Individuals With Disabilities	141	151		93.38%	
12		Economically Disadvantaged	3,850	4,276		90.04%	
13		Single Parents	47	52		90.38%	
14		Displaced Homemakers	5	6		83.33%	
15		Other Educational Barriers	1,346	1,489		90.40%	
16		Limited English Proficient	276	317		87.07%	
17		Nontraditional Enrollees	1,869	2,045		91.39%	
18		**TECH PREP**	1,104	1,176		93.88%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**SKILL ATTAINMENT - SECONDARY (1S2)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**SECONDARY**	**GRAND TOTAL**	**10,566**	**17,324**	**60.00%**	**60.99%**	**E**
2		Male	5,481	9,172		59.76%	
3		Female	5,085	8,152		62.38%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	730	1,353		53.95%	
6		Asian or Pacific Islander	227	346		65.61%	
7		Black, non-Hispanic	375	669		56.05%	
8		Hispanic	3,035	4,854		62.53%	
9		White, non Hispanic	6,199	10,102		61.36%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	615	878		70.05%	
12		Economically Disadvantaged	129	190		67.89%	
13		Single Parents	13	14		92.86%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	871	1,282		67.94%	
16		Limited English Proficient	496	697		71.16%	
17		Nontraditional Enrollees	1,215	2,071		58.67%	
18		**TECH PREP**	6,717	10,503		63.95%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**SKILL ATTAINMENT - POSTSECONDARY (1P2)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**POSTSECONDARY**	**GRAND TOTAL**	**14,945**	**15,760**	**73.00%**	**94.83%**	**E**
2		Male	6,744	7,134		94.53%	
3		Female	8,137	8,556		95.10%	
4		Gender Unknown	64	70		91.43%	
5		American Indian or Alaska Native	1,041	1,155		90.13%	
6		Asian or Pacific Islander	400	421		95.01%	
7		Black, non-Hispanic	617	667		92.50%	
8		Hispanic	2,796	3,014		92.77%	
9		White, non Hispanic	9,384	9,757		96.18%	
10		Unknown/Other	700	746		93.83%	
11		Individuals With Disabilities	135	151		89.40%	
12		Economically Disadvantaged	3,992	4,276		93.36%	
13		Single Parents	48	52		92.31%	
14		Displaced Homemakers	6	6		100.00%	
15		Other Educational Barriers	1,358	1,489		91.20%	
16		Limited English Proficient	284	317		89.59%	
17		Nontraditional Enrollees	1,936	2,045		94.67%	
18		**TECH PREP**	1,116	1,176		94.90%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #2: COMPLETION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	Population	COMPLETION - SECONDARY (2S1)				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**16,982**	**17,324**	**91.50%**	**98.03%**	**E**
2		Male	8,968	9,172		97.78%	
3		Female	8,014	8,152		98.31%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	1,314	1,353		97.12%	
6		Asian or Pacific Islander	344	346		99.42%	
7		Black, non-Hispanic	662	669		98.95%	
8		Hispanic	4,730	4,854		97.45%	
9		White, non Hispanic	9,932	10,102		98.32%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	857	878		97.61%	
12		Economically Disadvantaged	184	190		96.84%	
13		Single Parents	14	14		100.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	1,219	1,282		95.09%	
16		Limited English Proficient	675	697		96.84%	
17		Nontraditional Enrollees	2,031	2,071		98.07%	
18		**TECH PREP**	10,301	10,503		98.08%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #2: COMPLETION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**COMPLETION - POSTSECONDARY (2P1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**POSTSECONDARY**	**GRAND TOTAL**	**7,416**	**15,760**	**20.00%**	**47.06%**	**E**
2		Male	3,462	7,134		48.53%	
3		Female	3,915	8,556		45.76%	
4		Gender Unknown	39	70		55.71%	
5		American Indian or Alaska Native	372	1,155		32.21%	
6		Asian or Pacific Islander	217	421		51.54%	
7		Black, non-Hispanic	324	667		48.58%	
8		Hispanic	1,333	3,014		44.23%	
9		White, non Hispanic	4,782	9,757		49.01%	
10		Unknown/Other	380	746		50.94%	
11		Individuals With Disabilities	58	151		38.41%	
12		Economically Disadvantaged	2,046	4,276		47.85%	
13		Single Parents	16	52		30.77%	
14		Displaced Homemakers	3	6		50.00%	
15		Other Educational Barriers	543	1,489		36.47%	
16		Limited English Proficient	162	317		51.10%	
17		Nontraditional Enrollees	987	2,045		48.26%	
18		**TECH PREP**	345	1,176		29.34%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #2: DIPLOMA/CREDENTIAL

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**DIPLOMA - SECONDARY (2S2)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**SECONDARY**	**GRAND TOTAL**	**0**	**0**	**0.00%**	**0.00%**	**M**
2		Male	0	0		0.00%	
3		Female	0	0		0.00%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	0	0		0.00%	
6		Asian or Pacific Islander	0	0		0.00%	
7		Black, non-Hispanic	0	0		0.00%	
8		Hispanic	0	0		0.00%	
9		White, non Hispanic	0	0		0.00%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	0	0		0.00%	
12		Economically Disadvantaged	0	0		0.00%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	0	0		0.00%	
16		Limited English Proficient	0	0		0.00%	
17		Nontraditional Enrollees	0	0		0.00%	
18		**TECH PREP**	0	0		0.00%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	Population	TOTAL PLACEMENT - SECONDARY (3S1)				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**6,383**	**9,072**	**42.06%**	**70.36%**	**E**
2		Male	3,070	4,487		68.42%	
3		Female	3,313	4,585		72.26%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	414	760		54.47%	
6		Asian or Pacific Islander	167	217		76.96%	
7		Black, non-Hispanic	225	325		69.23%	
8		Hispanic	1,835	2,618		70.09%	
9		White, non Hispanic	3,742	5,152		72.63%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	308	547		56.31%	
12		Economically Disadvantaged	112	176		63.64%	
13		Single Parents	13	21		61.90%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	406	643		63.14%	
16		Limited English Proficient	252	370		68.11%	
17		Nontraditional Enrollees	768	1,065		72.11%	
18		**TECH PREP**	4,177	5,705		73.22%	

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Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	Population	PLACEMENT:Advanced Training - SECONDARY (3S1)				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**4,741**	**9,072**	**42.06%**	**52.26%**	
2		Male	2,133	4,487		47.54%	
3		Female	2,608	4,585		56.88%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	297	760		39.08%	
6		Asian or Pacific Islander	148	217		68.20%	
7		Black, non-Hispanic	176	325		54.15%	
8		Hispanic	1,288	2,618		49.20%	
9		White, non Hispanic	2,832	5,152		54.97%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	195	547		35.65%	
12		Economically Disadvantaged	68	176		38.64%	
13		Single Parents	7	21		33.33%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	252	643		39.19%	
16		Limited English Proficient	200	370		54.05%	
17		Nontraditional Enrollees	629	1,065		59.06%	
18		**TECH PREP**	3,129	5,705		54.85%	

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Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	Population	PLACEMENT:EMPLOYMENT & MILITARY - SECONDARY (3S1)				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**3,536**	**9,072**	**42.06%**	**38.98%**	
2		Male	1,729	4,487		38.53%	
3		Female	1,807	4,585		39.41%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	153	760		20.13%	
6		Asian or Pacific Islander	70	217		32.26%	
7		Black, non-Hispanic	140	325		43.08%	
8		Hispanic	1,109	2,618		42.36%	
9		White, non Hispanic	2,064	5,152		40.06%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	182	547		33.27%	
12		Economically Disadvantaged	60	176		34.09%	
13		Single Parents	9	21		42.86%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	260	643		40.44%	
16		Limited English Proficient	112	370		30.27%	
17		Nontraditional Enrollees	350	1,065		32.86%	
18		**TECH PREP**	2,235	5,705		39.18%	

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Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	Population	TOTAL PLACEMENT - POSTSECONDARY (3P1)				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Actual Vs. Actual Level Of Performance*
1	POSTSECONDARY	**GRAND TOTAL**	**1,659**	**5,077**	**62.66%**	**32.68%**	**D**
2		Male	655	2,208		29.66%	
3		Female	988	2,823		35.00%	
4		Gender Unknown	16	46		34.78%	
5		American Indian or Alaska Native	74	257		28.79%	
6		Asian or Pacific Islander	51	149		34.23%	
7		Black, non-Hispanic	52	199		26.13%	
8		Hispanic	460	1,175		39.15%	
9		White, non Hispanic	914	2,975		30.72%	
10		Unknown/Other	108	322		33.54%	
11		Individuals With Disabilites	2	21		9.52%	
12		Economically Disadvantaged	541	1,282		42.20%	
13		Single Parents	2	9		22.22%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	759	1,432		53.00%	
16		Limited English Proficient	94	165		56.97%	
17		Nontraditional Enrollees	95	652		14.57%	
18		**TECH PREP**	41	100		41.00%	

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Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**PLACEMENT:Advanced Training - POSTSECONDARY (3P1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**POSTSECONDARY**	**GRAND TOTAL**	**1,659**	**5,077**	**62.66%**	**32.68%**	
2		Male	655	2,208		29.66%	
3		Female	988	2,823		35.00%	
4		Gender Unknown	16	46		34.78%	
5		American Indian or Alaska Native	74	257		28.79%	
6		Asian or Pacific Islander	51	149		34.23%	
7		Black, non-Hispanic	52	199		26.13%	
8		Hispanic	460	1,175		39.15%	
9		White, non Hispanic	914	2,975		30.72%	
10		Unknown/Other	108	322		33.54%	
11		Individuals With Disabilities	2	21		9.52%	
12		Economically Disadvantaged	541	1,282		42.20%	
13		Single Parents	2	9		22.22%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	759	1,432		53.00%	
16		Limited English Proficient	94	165		56.97%	
17		Nontraditional Enrollees	95	652		14.57%	
18		**TECH PREP**	41	100		41.00%	

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Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**PLACEMENT:EMPLOYMENT & MILITARY - POSTSECONDARY (3P1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**POSTSECONDARY**	**GRAND TOTAL**	**0**	**0**	**62.66%**	**0.00%**	
2		Male	N/P	N/P		100.00%	
3		Female	N/P	N/P		100.00%	
4		Gender Unknown	N/P	N/P		100.00%	
5		American Indian or Alaska Native	N/P	N/P		100.00%	
6		Asian or Pacific Islander	N/P	N/P		100.00%	
7		Black, non-Hispanic	N/P	N/P		100.00%	
8		Hispanic	N/P	N/P		100.00%	
9		White, non Hispanic	N/P	N/P		100.00%	
10		Unknown/Other	N/P	N/P		100.00%	
11		Individuals With Disabilities	N/P	N/P		100.00%	
12		Economically Disadvantaged	N/P	N/P		100.00%	
13		Single Parents	N/P	N/P		100.00%	
14		Displaced Homemakers	N/P	N/P		100.00%	
15		Other Educational Barriers	N/P	N/P		100.00%	
16		Limited English Proficient	N/P	N/P		100.00%	
17		Nontraditional Enrollees	N/P	N/P		100.00%	
18		**TECH PREP**	N/P	N/P		100.00%	

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Additional Information:

State has been unable to negotiate new MOU agreements since the 2003 FERPA program memorandum that disallowed existing MOU agreements.

CORE INDICATOR #3: RETENTION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	Population	RETENTION - POSTSECONDARY (3P2)				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	POSTSECONDARY	**GRAND TOTAL**	**1,155**	**1,659**	**61.66%**	**69.62%**	**E**
2		Male	425	655		64.89%	
3		Female	720	988		72.87%	
4		Gender Unknown	10	16		62.50%	
5		American Indian or Alaska Native	41	74		55.41%	
6		Asian or Pacific Islander	38	51		74.51%	
7		Black, non-Hispanic	36	52		69.23%	
8		Hispanic	319	460		69.35%	
9		White, non Hispanic	0	914		0.00%	
10		Unknown/Other	91	108		84.26%	
11		Individuals With Disabilities	2	2		100.00%	
12		Economically Disadvantaged	420	541		77.63%	
13		Single Parents	1	2		50.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	574	759		75.63%	
16		Limited English Proficient	78	94		82.98%	
17		Nontraditional Enrollees	61	95		64.21%	
18		**TECH PREP**	34	41		82.93%	

*** "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"**

Additional Information:

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**NONTRADITIONAL PARTICIPATION - SECONDARY (4S1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**SECONDARY**	**GRAND TOTAL**	**8,540**	**39,883**	**20.87%**	**21.41%**	**E**
2		Male	845	23,699		3.57%	
3		Female	7,695	16,184		47.55%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	814	3,409		23.88%	
6		Asian or Pacific Islander	170	680		25.00%	
7		Black, non-Hispanic	281	1,371		20.50%	
8		Hispanic	1,930	11,645		16.57%	
9		White, non Hispanic	5,345	22,778		23.47%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	445	3,678		12.10%	
12		Economically Disadvantaged	525	3,698		14.20%	
13		Single Parents	55	146		37.67%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	587	3,595		16.33%	
16		Limited English Proficient	368	2,338		15.74%	
17		Nontraditional Enrollees	0	0		0.00%	
18		**TECH PREP**	5,197	24,466		21.24%	

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Additional Information:

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**NONTRADITIONAL PARTICIPATION - POSTSECONDARY (4P1)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**POSTSECONDARY**	**GRAND TOTAL**	**10,828**	**54,089**	**22.51%**	**20.02%**	**D**
2		Male	4,695	25,957		18.09%	
3		Female	6,133	27,892		21.99%	
4		Gender Unknown	0	240		0.00%	
5		American Indian or Alaska Native	409	2,342		17.46%	
6		Asian or Pacific Islander	301	1,392		21.62%	
7		Black, non-Hispanic	632	2,889		21.88%	
8		Hispanic	2,235	11,685		19.13%	
9		White, non Hispanic	6,258	31,911		19.61%	
10		Unknown/Other	993	3,870		25.66%	
11		Individuals With Disabilities	83	415		20.00%	
12		Economically Disadvantaged	2,521	12,426		20.29%	
13		Single Parents	39	95		41.05%	
14		Displaced Homemakers	2	8		25.00%	
15		Other Educational Barriers	1,244	3,887		32.00%	
16		Limited English Proficient	363	991		36.63%	
17		Nontraditional Enrollees	10,614	16,209		65.48%	
18		**TECH PREP**	426	1,958		21.76%	

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Additional Information:

CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**NONTRADITIONAL COMPLETION - SECONDARY (4S2)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**SECONDARY**	**GRAND TOTAL**	**1,215**	**5,909**	**23.97%**	**20.56%**	**D**
2		Male	130	3,348		3.88%	
3		Female	1,085	2,561		42.37%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	85	440		19.32%	
6		Asian or Pacific Islander	24	90		26.67%	
7		Black, non-Hispanic	30	166		18.07%	
8		Hispanic	315	1,552		20.30%	
9		White, non Hispanic	761	3,661		20.79%	
10		Unknown/Other	0	0		0.00%	
11		Individuals With Disabilities	45	427		10.54%	
12		Economically Disadvantaged	9	53		16.98%	
13		Single Parents	1	10		10.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	81	460		17.61%	
16		Limited English Proficient	41	247		16.60%	
17		Nontraditional Enrollees	0	0		0.00%	
18		**TECH PREP**	757	3,685		20.54%	

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Additional Information:

CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: AZ

PROGRAM YEAR: 2003-2004

	A	B	C	D	E	F	G
	Level	**Population**	**NONTRADITIONAL COMPLETION - POSTSECONDARY (4P2)**				
			CORE #1 VS ATT	CORE #1 AS ATT			
			Number Of Students In the Numerator	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	**POSTSECONDARY**	**GRAND TOTAL**	**2,613**	**14,569**	**13.50%**	**17.94%**	**E**
2		Male	1,403	7,006		20.03%	
3		Female	1,210	7,531		16.07%	
4		Gender Unknown	0	32		0.00%	
5		American Indian or Alaska Native	77	494		15.59%	
6		Asian or Pacific Islander	74	354		20.90%	
7		Black, non-Hispanic	151	743		20.32%	
8		Hispanic	511	2,626		19.46%	
9		White, non Hispanic	1,538	9,126		16.85%	
10		Unknown/Other	260	1,226		21.21%	
11		Individuals With Disabilities	25	114		21.93%	
12		Economically Disadvantaged	559	2,806		19.92%	
13		Single Parents	3	16		18.75%	
14		Displaced Homemakers	1	2		50.00%	
15		Other Educational Barriers	128	682		18.77%	
16		Limited English Proficient	54	209		25.84%	
17		Nontraditional Enrollees	2,587	5,544		46.66%	
18		**TECH PREP**	96	420		22.86%	

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Additional Information: